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JOURNAL OF EDUCATION

Are There No Jobs?
EDITH STEDMAN

A Club Attack on Stealing
ENID S. SMITH

The Classroom Reference Shelf
MARY D. WHITE

Close-ups of Good Teaching
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Guideposts to Teachers' Reading
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Natural Wonders in Virginia
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Would This Work?
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Luring the Laggard
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The Editors Say...

Out of the busy and varied but often discouraging experiences of a college placement office, Miss Edith Stedman of Radcliffe has undertaken to answer for our readers the question, "Are There No Jobs?" Her article is replete with information and "tips" and will be read with interest by persons concerned with that most serious problem of finding a proper niche for youth in today's economic structure.

•

Three very real and practical problems of the average school are: Dishonesty, Laziness and Discourtesy. Each of these is illuminatingly treated in the present number. Read "A Club Attack on Stealing," "Luring the Laggard," and—in the "All in the Day's Work" feature—"A Courtesy Project."

•

What would happen if your State, rather than your local community or school district were to employ the teachers? A radical plan of this sort is proposed by Vernon C. Shippee in "Would This Work?"

•

Our thanks go to R. B., a student in a Mid-West College, for a letter appreciating this magazine for its up-to-date material on everyday educational problems. R. B. writes: "I had groped in vain through a dozen musty references assigned by our education professor; then accidentally discovered The Journal of Education in our current periodical rack, and was delighted to find just what I was after. Other articles, from first to last, were right in line with what we were studying. You surely do put out a lively Journal for all who are interested in school management or teaching."

Yes, R. B., that is what we try to do. Your letter helps.

We are always glad to hear from readers. Criticisms and suggestions are particularly invited.

•

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

Volume 121 | Boston, May, 1938 | Number 5

World at Lessons

Let Freedom Ring

Real issues are frequently obscured in periods of controversy. Thus it did not so greatly matter when the late Reorganization Bill was being pushed for enactment, whether Mr. Roosevelt wanted to be a dictator, as charged by many and ingenuously denied by himself, as whether the proposed measure was to confer dictatorial powers upon him.

That there has been a move in the direction of greater one-man authority under the New Deal can scarcely be refuted or even denied. The forms, to be sure, of the Constitution have been preserved. Few instances have occurred in which the law-making functions of Congress were actually usurped. Yet Congress has been subjected to heavy pressures from the White House on more than one occasion, so that not the will of Congress but that of the President has been done.

What, then, is the barrier that prevents actual dictatorship? Is it merely the self-restraint of a President who declares himself unwilling to wield dictatorial powers?

In reality it is more than this. It is more than the retention of that constitutional framework which, as we have seen, does not prevent the exercise of extraordinary powers by the Chief Executive under certain circumstances.

The main protection that we as a nation possess and ought to cherish and forever maintain inviolate, is a liberty of speech, of assembly, of the press, and of opinion which permits us to criticize our officials and our laws and to act for changes when these are wanted. Less openly guaranteed by the Constitution but equally in need of maintenance is the principle of freedom to teach without any autocratic authority directing what or how.

In nations where those rights are denied, dictatorship not only flourishes for the moment but can continue indefinitely to fool the people.

• • •

As College Costs Go Up

An interesting study could be made of the comparative costs of a college education today and at earlier periods. Tuition and other expenses have not stood still. They have been climbing.

Advancing costs of a college education have not prevented the steady growth of enrollments. But they have undeniably had an influence on the quality of the group attending college. Finance rather than fitness has tended to be the criterion. Educators like Dr. Conant of Harvard are calling attention to the need for more scholarship funds with which to aid mentally superior but purse-poor students. Bulletin 29 of the Carnegie Foundation for the Advancement of Teaching, entitled "The Student and His Knowledge," discloses the results of an important test which showed that 3,000 high school seniors who did not go to college were above the average of 4,000 who did.

This entire problem of having the right ones go to college is as important as it is complex and difficult.

The junior college has sprung up as a partial answer, and one which signifies much for the future of higher education in the United States. The four-year college may not be doomed, but it is bound to receive more students to its junior class from other schools than in the past, and it is bound, also, to reshape much of its curricula toward direct preparation for professional, technical and business vocations. In other words—the upper colleges and universities will have to give more thought than heretofore to whether there's a pot of gold at the end of their rainbow or only a harsh command to go and get ready to do something.

• • •

Youth Weighs Honesty

Countless young people, looking around them in a world that is rather chaotic, ask themselves, "Is honesty really the best policy, or does dishonesty pay better dividends?"

No need to sketch the picture here of what these young people see. Nations as well as individuals break promises, trespass upon the rights of others, and help themselves to what does not belong to them. Graft in public office, favoritism in the granting of jobs; open and concealed robberies

going on almost everywhere, as it seems—how can these conditions fail to depreciate the moral standards which still are needed if human society is to keep on going?

Fortunately a very large section of modern youth has high ideals and remains true to them, unwilling to believe that dishonesty can ever win a lasting or genuine victory. Adult leaders will do well to aid in pushing to the front those young people who can make good morals fashionable among their contemporaries.

Courage continues to be the most generally admired of human qualities. Physical courage wins first and easiest applause because it is most easily recognized, nearest to our primitive selves. Moral courage will also be admired by most people, young or old, when they are confronted with clear instances of it.

Argument is mainly useful for meeting other argument. Youth should not be allowed to get away with the notion that a criminal career usually pans out well in the end. Some wrong-doers are stopped after the first offense. Others are brought up with a sharper turn at the second or some later offense. A few manage to beat the game at every point. But do they achieve the happiness they are seeking?

And what, after all, is the coin in which one reckons whether honesty pays or not? Unless youth is led to perceive the inward and spiritual satisfactions of life as the only ones one must have—the ones without which all else is but dust and ashes—the case for honesty has not been properly presented.

• • •

Lefties Left "Lefty"

Problems are seldom so simple as they appear to the habitual solver, or reformer. Take the case of the left-handed pupil. Psychologists have been telling us for some years past that the forcing of left-handed children to use their right hands for acquiring certain skills is a potent cause of nervous disturbances, such as stammering. Consequently a large and increasing number of educators have abandoned the traditional attempt to make "lefties" conform to the standards made for "righties." A left-handed lad of eleven in a Chicago public school, we learn from the American Penman, has worked out his own system of turning his paper upside down and starting at the bottom, right-hand corner, forming his letters bottom side up, and doing rather well. He has had a natural preference, it seems, for reading from right to left—which presumably means that his book was held in reversed position. The modern liberality toward the child who is out of step with the normal or standard personality, marks an advance in education. It represents a respect for individual rights which is commendable. It saves much grief in schools.

But what of later life? There is, for example, a certain left-handed girl who was encouraged in school to develop her skill in the way nature evidently intended her to do it. She finished her schooling and went to work in a telephone office. There she is one of a row of girls so seated as to work with their right hands. She cannot work with her left without interfering with the girl beside her. The result: She is headed for a nervous breakdown.

This education we manipulate so confidently, as if it were all in our hands to do as we deem best with, has many ramifications.

• • •

Why Not, Indeed!

A teacher of a fifth grade was telling her pupils about the huge military preparations going on in the world, the rivalries of nations, and the imminence of another war on a vast scale. She also pointed out the most obvious lesson of the World War; namely, that everybody lost—victors as well as vanquished.

One of the boys in the class knitted his brows in deep thought for a moment, and then asked: "Miss Bromley, if nobody ever wins and everybody loses from a war, why don't they give it up and just play a game of chess or checkers?"

Statesmen would find it hard to furnish a real refutation of that youngster's logic.

• • •

Unpopular Treaty

Every time Hitler stages a coup or Mussolini hurls an ultimatum, we hear a sympathetic murmur, and can distinguish the words "Versailles treaty."

It is handy to be able to blame something which is not in position to defend itself. But let us try to be fair to those gentlemen, Woodrow Wilson and his wicked European colleagues, who sought to humble a defeated foe and at the same time to leave the way open for more liberal treatment whenever the culprit showed signs of penitence. The League of Nations, as a provision for treaty flexibility, has proved disappointing to those who once believed in it. But it was an integral and idealistic part of the treaty now so generally condemned by all who take their opinions second or third hand.

For the Germans to dislike and disregard treaties is not new. Nor does it help toward any permanent stabilization of world conditions to have it generally understood that nothing will again be done about this sort of thing—beyond piling up more blame on the Versailles treaty.

Are There No Jobs?

EDITH STEDMAN
Director of Appointment Bureau
Radcliffe College

To get what jobs there are, the author advises more technical training, less fussiness

WHO says there are no jobs? At this moment on my desk are calls for a dean for a woman's college—a teacher of chemistry in a college in South China—a psychologist for another college in Turkey—a secretary for a well-known doctor—a training director for a department store—a personnel director in a huge manufacturing company in the South—a headmistress for a private school—as well as a dozen other interesting well paid jobs—and all these in the midst of depression years. This experience can be duplicated in the offices of other college or commercial bureaus throughout the country. Some openings, to be sure, we shall fill, but others we shall have to file away regretfully because we do not have suitable candidates to suggest.

•

The point is, of course, that there is more in these jobs than meets the eye. The deanship calls for a woman with an advanced academic degree; teaching and administrative experience; ability to speak well; charm, poise and personality. This last attribute, incidentally, seems to be a requirement for all positions. The chemistry opening necessitates an absence of three or four years from this country, a high degree of physical adaptability to strange living conditions, and an inner grace that will enable a mature woman to live and work, at least outwardly, in sisterly love with unknown and possibly uncongenial confreres. The glamour of temple bells and green rice paddies cannot altogether offset the difficulties of sharing living quarters with a fundamentalist colleague or the annoyance of tinned milk in one's coffee.

•

Even the medical secretaryship is not as simple as it appears. The particular doctor in question wants, first of all, a secretary who is as near perfect technically as they make them: someone who reads scientific German easily; one who can do necessary medical research in foreign technical journals as well as handle difficult patients tactfully and firmly; a person who is willing to put her job ahead of all her own private affairs even when it means giving up an opera seat at the last moment, or staying on the job night after night if her chief is in the midst of revising professional manuscripts.

•

As for the executive position in a department store—department heads seem to want a product the like of which few colleges produce: someone with experience in similar lines; physical endurance; a certain degree of "hardboiledness," but not *too* "hardboiled," a pleasing personality; age somewhere between thirty and forty. There are other qualifications, as well, which at the moment escape my memory.

•

What about the other alluring jobs? Turkey wants pretty much what China wants—with a Ph.D. thrown in—and except for the difference in training, the demands of the manufacturing concern and of the trustees of the private school have a familiar ring—"You know the sort of person we are looking for—someone with poise and personality, and the ability to get along well with people." Oh, yes, we know—and the search begins, generally with the class of 1920 as a starting point.

•

Here is a reason why some of these jobs are not filled. Marriage and the necessity of life in a certain locality eliminate many of the best candidates. Other possible applicants are settled in their jobs and do not want to be uprooted. The best teachers oftentimes make the poorest executives. A possible candidate refuses China on the ground that it is too far away and she has heard that "conditions are not too settled over there." Some of the people of the desired generation have dropped out of sight, and of those that are left, many—and there is no use disguising the fact—cannot meet the requirements of experience, training and "personality."

•

To the thousands of bewildered college seniors and jobless graduates this apparent plenitude of positions and the indifference to them, must sound as fantastic as the Mad Tea Party—"'Have some wine,' the March Hare said in an encouraging tone. Alice looked all around the table but there was nothing on it but tea. 'I don't see any wine,' she remarked. 'There isn't any,' said the March Hare. 'Then it wasn't very kind of you to offer it,' said Alice angrily."

•

Let us, for the moment, examine some of these barriers which stand between Alice and the wine.

•

The whole question of marriage indubitably constitutes one of the most important factors in the employment situation. It begins with the average senior who says quite frankly that she hopes to marry in two or three years and considers further professional training a waste of time and money. That means that in all probability she will join that vast army of young A.B.'s who hopefully make the rounds of the employment offices asserting their willingness to do anything, but by virtue of their inexperience and lack of specific training, are either turned down or else are given routine jobs which soon bore them. With marriage in the offing it is hard for them to regard these same routine jobs as stepping stones to a career. They really aren't interested in careers but they do want to stand on their own feet and earn their own living for the time being. The competition for jobs in this field is tremendous. Salaries are low and as long as the young woman is job-minded rather than career-minded, the compensations—both as to salary and interest—are few.

•

Next come the young married graduates whose husbands may be working for advanced degrees or whose salaries are inadequate for their combined needs. With these girls, it is largely a question of supplementing the family budget temporarily and a half-time job is preferable. Of course, the locality of the job here is important. No one except a college placement officer knows how complicated it is to match Mary's job with Jack's in New York City, or even worse geographically, to find an opening for Jane in the same small college town in the South where her young husband is an instructor.

These young couples face life with great gallantry and deserve a better fortune than has befallen them in these last few years, but the fact remains, however, that from an employment standpoint, the odds against them may be very uneven. Certain employers and school superintendents further complicate the situation by utterly refusing to take a married woman on their staffs. There are many exceptions, of course—women who have combined careers and marriage with great success, but even they presumably have had their lean years.

"Some of the most pitiful and dismaying problems which the college and commercial employment bureaus have had to meet since 1929 have been the educated but untrained women faced for the first time with the necessity of earning a living. Their courage has been magnificent, but their preparation woefully inadequate, and their placement extremely difficult."

Another barrier which the youngest job hunter ruefully recognizes is this demand for training and experience which meets her at every turn. No longer does the A.B. with a "magna" in the Classics get a position teaching Latin in a small town high school her first year out. The teachers' agencies, in most cases, will register her for positions but the school superintendents have been getting bargains in trained teachers these last few years and they indifferently toss aside the young graduate's application. Just how the inexperienced teacher is to put on the cloak of experience if she is never given any fittings remains a question to be solved. Demands for experience and training are met in other fields as well—social work, library work, research, secretarial work. For all of these, professional or technical training varying in time from one year to three or four, is required plus a modicum of experience before much can be expected in the way of a salary. This is a stern fact which many parents fail to realize. They know that their daughter graduated from one of the best colleges in the country—that is why they sent her there—and why isn't that enough? Well, it just isn't today, and if parents can adjust themselves to that change, it will help their daughters to feel less inadequate in their search for economic security.

•

Age is another stumbling block. The chances are that if you are under twenty-five, you are too young, and if you are over forty-five, you are too old, for most jobs. The period most in demand seems to be between twenty-eight and forty. By that time, the college graduate has become well trained, seasoned in experience, and reasonably well matured.

•

Next in importance to training and experience in the employer's list of qualifications is "personality"—and in many instances, it would rank first. A wholesale button manufacturer and a college president, after naming their various technical and professional requirements, both end in that elusive note—"and, of course, someone with a pleasing personality." The college president may be more articulate than the button manufacturer in the expression of his wants but not less insistent in his demands. It is as surely a *sine qua non* for the fifteen dollar a week stenographer as the five thousand dollar a year executive, and let who will define it. Webster isn't very helpful.

•

Does all this sound as if there

had been no progression but only an exchange of seats at the Mad Tea Party, and the wine was still a practical joke?

It need not be if certain things are kept in mind—one is to cease thinking of work as an alternative or a preamble to marriage—it should be neither—and regard it more as a satisfying end in itself. No one knows what the economic future of women will be but it is more than likely that her working days will extend over a longer period of time than formerly, be she married or single; and certainly one lesson these depression years have taught us is the desirability of being able to support not only oneself but others if the need arises. Some of the most pitiful and dismaying problems which the college and commercial employment bureaus have had to meet since 1929 have been the educated but untrained women faced for the first time with the necessity of earning a living. Their courage has been magnificent but their preparation woefully inadequate and their placement extremely difficult.

•

Another point if you are a college senior—put as much thought and research into your first job as you would into an honors thesis. So many times in answer to the question "What do you want to do next year?" one hears, "I don't know, so I suppose I'll have to teach." That idea, by the way, dies hard. From the number of times one has heard the above remark, it would be safe to conclude that once upon a time there was an age when every woman graduate by virtue of her degree could and did teach. There are listed in the census occupations for women ranging from steeple jack to minister but most of them more suitable than either of these extremes. Find out by reading and questioning what the requirements of some of these occupations are and break away from the tradition that teaching is the only suitable profession for a female, unless you are one of the people entering it because it is the one thing that you want to do more than anything else. The schools are too full today of mediocre teachers who didn't know what else to do to augment further their numbers. Talk to people in other professions about their jobs—it is one of the subtlest compliments you can pay them and you will be rewarded by valuable information as well as fascinating glimpses of other worlds.

•

Many colleges today place interested undergraduates in apprentice jobs during the summers. If your own placement bureau does not provide such a service, go out on your own and volunteer your services for six weeks or so in the long vacation to some organization where you are likely to find work that will interest you and that will serve as a foretaste for later training. For potential librarians, social workers, laboratory technicians, curators, there are many such opportunities, and the advantage of them is that more than one field may be explored if begun early enough in college. Incidentally, many of these volunteer or apprentice jobs have led to paid positions after graduation. Then, too, any kind of work is an asset—"sitting on babies," camp counseling, selling in the Five and Ten—all these are more impressive in the eyes of the would-be employer than one thinks. If satisfactorily done, they show that work habits and a sense of responsibility have been developed and those are two assets that go a long way.

Another warning—get away from the "Nay, Lord, for I never have" attitude. Don't be afraid of being uprooted. One girl said when asked if she would be interested in a post one hundred and fifty miles distant, "Oh, I don't believe I would care to go so far away from home." And still another replied in a startled tone when it was suggested that she might be interested in a position in another part of the country, "but supposing I went and didn't want to come back." To some of us New Englanders Missouri seems quite as far away as China and equally fearsome. When we find ourselves in that state of mind, it is a pretty fair indication that we need to move, mentally if not physically. Elderly relatives and financial pressure may make it both wise and necessary for many girls to remain at home and all honor to them when they assume, as they do, gaily and as a matter of course, these obligations, but it is something else again when they settle contentedly into an incurious and self-centred routine for lack of imagination to do anything else.

•

This is not in any sense an indictment of the stay-at-home girl, but is directed only against the stay-at-home girl who forgets that she is one of that "ancient and honorable company of scholars" and as such has a responsibility to her community as well as to her home and herself. For the girl interested in public service or international relations it is not necessary to go to Washington or Geneva; there are opportunities in her own home town provided she has the imagination to see them.

Reference has been made repeatedly to the need of professional or technical training and the requirements for such are becoming constantly more compelling. For the girl who has found out what she wants to do, the wise thing is to prepare for that end as soon as possible. It may mean a Ph.D., Master of Science degree, or a cer-

tificate from a secretarial school. Secretarial training, by the way, is invaluable in many lines of work and often serves as an entering wedge for far more interesting jobs. Many a buyer, research assistant and editor started out on the stenographic path—and its value in many fields should not be underestimated.

•

Get, then, as much training as you possibly can and sometimes it is a sound policy to borrow money for it. If, however, further preparation is absolutely out of the question, take what offers for the time being—as waitress in a tea room, or as mother's helper, or selling silk stockings on commission, and hang on until enough money can be saved for training. Out of sheer rebellion at a dull job, an intelligent girl often has been able to see possibilities which have either made the job over or have advanced her to something more interesting.

•

Finally, believe that a job, if it is the right one, brings rewards to the spirit as well as to the bank account, for it opens wide places in which imagination, creative ability, and a desire for service may feed and —here at last is the wine.

The Classroom Reference Shelf

MARY D. WHITE
William Fox School
Richmond, Virginia

A necessity if young minds are to be awakened, curiosity aroused and answered

FROM the radio and the movies the child of today hears about new things and hears about them dramatically. He has a much more stimulating contact with the world than the children of even a generation ago. If, in contrast, school is no more than a flat page in a book, he will hate it. And who can blame him? Why shouldn't the school keep pace with the environment in which the pupil lives and move up toward the level of interest provided for him in his out-of-school hours? No school can do these things, however, if lessons are merely taught out of the required textbooks. The teacher needs to have in her classroom live material that will give the pupil quick answers to his questions as they come up and that will stimulate as well as satisfy his curiosity about the universe of which he is a part.

•

I would no more be willing to teach today without a classroom reference shelf than I would try to cook without adequate utensils in my kitchen. Not that a shelf of books in the classroom can take the place of the school library; but at the moment when the interest of the class or of a pupil is focused on some topic that opens up a new line of thought or questioning, the library is too far away. That is, a pupil cannot always go to the library when he is moved to find out what causes a storm or who the Basques are. Or, if he can, the book he needs may be in use. Let him have books of reference, inviting in presentation and illustration, close at hand, and he will find school as live as the outside world. And, furthermore, he will acquire the library habit.

•

A reference shelf need not be long, to extend the borders of the classroom and connect it vitally to the world ouside. Here is a list of equipment that would suffice in the beginning:—

An illustrated encyclopedia.
Webster's New International Dictionary.
Thorndike Century Junior Dictionary.
A good globe and good maps or an atlas.
H. G. Wells's Outline of History.
Pathways in Science series (Volumes 1-6).
Modern English by Emerson, Bender, and Thompson.
Any good authority on American history.
A good anthology of poetry.
A book of myths (any standard edition).
Current magazines, such as *Time*, *Readers Digest*, and so on, which the children can bring from home.
A book on regional history.

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The last entry is important, because to be a good citizen one needs to know something about the world in which he lives, and the place to begin is with his own community. Besides, the preservation of local history and traditions is a means of cultural enrichment for both the individual and the group and does much to teach true patriotism.

"But I have no fund to draw on for even this minimum col-

lection," some teachers will protest at once. A valid objection, but not an insurmountable one.

•

In my own case, school policy helped at first. A good pictured encyclopedia makes the best start for any classroom reference book collection. I was able to get a set through an arrangement which holds in our schools, by which if a teacher will raise one-third of the cost of a reference work, the city and state boards of education will each contribute a third. But teachers who cannot depend upon this co-operation need not despair of obtaining a set. The Parent-Teacher Association may become interested if called on; or a friend of the school may be glad to help. Where practicable, the class can give entertainments to raise money.

Sometimes when we have wanted a book, and I have told the class that we would get it when possible, a pupil has contributed the cost. His help is acknowledged by an inscription in the book: "Presented by—" Once get your shelf started, adding to it is not hard. Books from friends, volumes you buy now and then yourself—these will soon broaden the collection, as well as increase pupil interest.

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Some boys in the class are sure to be handy enough with hammer and brackets to put up the shelf. A mechanically-minded pupil is likely to become interested in books for the first time if you give him the responsibility for the shelf and the arrangement of the books on it.

"Library Period!" When the children hear this announcement (made every day that it is possible), they know they will have thirty minutes to use the books on the reference shelf, and they lose no time in looking up information they have volunteered in "Current Event Time" to get or have been appointed to find out. When we were studying flowers, and pollen distribution led us to the role bees play in this fertilization scheme of Nature, we soon came head-on into the subject of the dependence of plants and animals (or insects) upon each other. The hunt started. Under Plants in the encyclopedia index, we found the reference "Animal life depends upon plants," and several library periods were given up to pursuing the subject through various volumes. The children were agog over this topic until school closed in June, and many investigations were carried on by them outside the classroom. This is just one instance of how our bookshelf enlivens a topic merely suggested by the routine course of study. During the library period, pupils walk about freely, but it is understood that the regulations regarding quiet are the same as in a public library.

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As I have already suggested, we frequently stop in the middle of a lesson to settle some question, as perhaps, "Why is the ocean salty?" or to verify a statement in a textbook. Is a pupil to accept something as a fact merely because he sees it in print? That is indolence, not learning. The child must recognize that any statement is just a starting-point; he must prove it by another authority. The nearer the authority is to him, the more easily you can get him to make a practice of verifying what he reads as true and of testing his own ideas as well.

Then having the reference shelf in the classroom gives pupils familiarity with a library. From having close and pleasant contacts with books, they develop toward them a friendly and intimate feeling that will be invaluable to them throughout life, for, as has been said, "Books are as essential to the growth of the mind as food to the development of the body."

In our room we go further in making our collection an introduction to a real library by having circulation privileges. Any book except the dictionaries and the encyclopedia volumes can be taken out overnight. The children take turns acting as "librarians" and soon acquire a sense of responsibility about handling books that prepares them for using not only the school library but also the public one. Many a time a pupil gets absorbed in some subject and then on his own initiative will go to the city library to dig up more material.

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But suppose there weren't these longer view advantages in having the classroom reference shelf. Suppose there were only the one advantage of enabling the teacher to inject vitality into lessons and give meaning to classroom activities; what teacher who wants to hold her own in a modern school system could afford to do without such a shelf?

It is unfortunate that boards of education after adopting the new school-life curriculum do not realize that, to be carried out, it should be supported by material as broad as it is, and that a classroom collection of reference books is as important as textbooks for the pupils. Until they do recognize this need, teachers will have to contrive means of getting up a reference shelf for themselves. Since we "educate for eternity," we must use every means to add depth and scope to our teaching.

Close-ups of Good Teaching

ORLIE M. CLEM
New York University

In this Fifth Article, Dr. Clem looks in upon a class in algebra

The next classroom is one in first year *algebra*. The lesson involves the teaching of "The Square of the Sum of Two Quantities." The teacher says: "Today we are going to have a new process, 'The Square of the Sum of Two Quantities.' Mary, what is the square of a?" Mary answers "a^2." The class has had this in previous work. Other pupils are asked for the square of b, d, f, k, etc. The teacher then places $(a+b)^2$ on the board and explains that when a and b are written in this manner it means that the square of their sum is to be found. The pupils will understand that the square of their sum is to be found by multiplying the sum by itself. So

$$a+b$$
$$a+b$$

is placed on the board to be multiplied by the long or regular arithmetic method. "As I proceed, will you work with me, William?" $a \times a = ?$ William says a^2, and the teacher puts it down. $a \times b = ?$ Henry? Henry says ab. He has already had this process. The teacher asks, "Why is the sign of ab plus?" Some one replies that it is because a and b are both plus. The teacher puts down ab. She proceeds to multiply by b, asking a pupil as before, and putting down $ab + b^2$ in the proper position. The teacher then draws a line and says: "John, will you add." John secures the result $a^2 + 2ab + b^2$. The completed work is then as follows:—

$$\begin{array}{r} a+b \\ a+b \\ \hline a^2+ab \\ \quad ab+b^2 \\ \hline a^2+2ab+b^2 \end{array}$$

The teacher shows that the process of multiplying is the same as when, for example, 24 is multiplied by 24 in arithmetic. The teacher then places on the board $(c+d)^2$. The multiplication is done in the same manner as the above, various pupils being called for different parts. Then, she says: "I am going to see if Helen can do one alone. Helen, will you go to the board and take this one alone, $(c+d)^2$?" Helen probably does it correctly. If not, the teacher sees that she is assisted by individual members of the class.

Then the teacher says: "Now, I want to ask you people a very important question, the most important one I shall ask you today. And I want you to think on it very hard before answering.

"When we square $(a+b)$ what is the result, Robert?"

He says: "$a^2+2ab+b^2$"

"When we square $(c+d)$, Ellen?"

She says: "$c^2+2cd+d^2$."

"When we square $(c+e)$, Dorothy?"

She says: "$c^2+2ce+e^2$."

"Now here is the question, I wonder if anyone can see a short way to do this. When we square the sum of two quantities, the result is? Will you think carefully, and when some one sees what he thinks is a short way, will he please raise his hand?"

In a short time Genevieve, one of the brightest pupils, says: "It is equal to the square of the first one, then two times the first and second multiplied together, then the square of the last one." The teacher says: "Exactly so, Genevieve. Let us see if Genevieve is not correct. Again, what did you say, Genevieve?" Genevieve repeats her statement with the teacher and pupils checking one of the multiplications on the board to see if she is correct. The other two multiplications are then checked by her statement.

The teacher then says: "May we formulate a good clear statement of Genevieve's contribution?" Looking at one of the problems on the board, she, indicating each step, says: "The square of the sum of two quantities is equal to the square of the first, plus twice the product of the first by the second, plus the square of the second." The teacher proceeds, "Who can give us that rule now?" Grover says he can. The teacher calls on him and he gives it correctly. The teacher then calls on three or four other members of the class. Then she says: "Let us give the rule together." And the pupils give it in concert. Then in rapid-fire succession she gives problems to members of the class. For a time brief periods of giving the rule and solving problems are alternated. Then the teacher says: "Let us find the result when $(a-b)$ is squared." So, $(a-b)$ is squared by the long or arithmetic method. She then asks: "What is the difference in result between the square of $(a+b)$ and $(a-b)$?" Some pupil sees easily that the only difference is the sign of the middle term. "Very good, will some one now give the rule for the square of the difference of two quantities." Some pupil says: "The square of the difference of two quantities is equal to the square of the first, minus twice the product of the first

by the second, plus the square of the second." The teacher then leads the class in giving it four or five times together. The teacher then spends some time drilling the class, mixing up indiscriminately:—

1. Rule for square of the sum of two quantities.
2. Problems in the square of the sum of two quantities.
3. Rule for square of difference of two quantities.
4. Problems in the square of the difference of two quantities.

What are the psychological points of merit in the above procedure?

1. The pupils do the work. The teacher leads them by questions.

2. The pupils are attentive. Their powers are challenged. They are awake to what is coming next.

3. The pupils are led into deep water but are not swamped at any point. Each step is made perfectly clear. Units of thought are adjusted to the mental stride of pupils.

4. The pupils, under the direction of the teacher, work out the rule themselves. Hence, it is much easier to learn. Definitions should usually be worked out in this way.

5. When squaring by the long method, the comparison with the arithmetic method clarified the situation greatly. It was connecting the new with the old.

6. Although there was a danger of cluttering up the whole process this teacher first squared by the long method for the two following reasons:—

1. The long method makes the rule clear. Otherwise the rule would be as meaningless as sanskrit.
2. The function of the long method is to make the rule clear. Only three problems are used for this purpose. So, with only three problems by the long method and dozens of others by the short or inspectional method, the long method aborts through lack of exercise. The long method is hence only a psychological crutch to be used only in the frail or convalescing period of learning. It should be removed, and is, in the procedure, as soon as the pupils can get along without it. It will be noted that only one problem is solved by the long method in the case of the square of the difference of two quantities.

7. There is an interpenetration of the deductive and inductive procedure—that is, an indiscriminate mixture of problem solving and the giving of the rules.

8. There is extensive repetition and drill. Such drill is needed in this type of learning procedure.

9. The initiative and originality of the pupils are keenly exercised in mastering the new points as the teacher proceeds.

10. It will be noted that $(a + b)$ and $(a - b)$ are both presented on the same day. There is a very significant reason for this plan. Should $(a + b)$ be presented alone and much drill given, due to the law of exercise and the sub-law of primacy, pupils would have in their nervous system the idea that in the squaring process the middle term is always plus. This reaction deeply ingrained in the nervous system would unconsciously do a world of mischief later.

I'm Glad I Live in U. S. A.

MARGARET C. ELLS
Assistant Principal, Trade School
Springfield, Massachusetts

FIRST, I am glad I live in the United States because as a teacher of youth, I am daily reminded that here is equality of opportunity for all according to abilities and talents. The Austrian Jew and the Polish immigrant girl have the same chances as the children whose ancestors came over in the Mayflower.

Second, because here under our democratic form of government, the people have the right to speak—to choose—to elect. When the people speak, the verdict is accepted. It is considered American, good citizenship, good sportsmanship to accept the umpire's decision—the will of the people.

Third, because we have no compulsory military training, and no domination of class. A Mary Antin from Russia, an Agassiz from Switzerland, a Saint Gaudens from Ireland, a Carnegie from Scotland come to the United States. Why? Because a person is freer in America to pass from one calling to another, from one region to another, from one class to another; because here people are willing to be shown what each can do. Here is the privilege of expressing himself individually, in his home, in his occupation and avocation, and in the sacred privilege of religious freedom.

Finally, I am glad I live in the United States because here we are masters of our own destiny in the freedom, privileges and opportunities of this glorious country. Here it is what you are that counts. Recognition of real worth and achievement is within reach of the humblest—the only limit being the extent of one's ambition and one's capacity for hard work.

Guide-Posts to Teachers' Reading

GEORGE W. LYON
Pittsburgh, Pennsylvania

"READ, mark, learn, and inwardly digest." These words in terse, cameo-cut English from "The Book of Common Prayer" (Collect for the Second Sunday in Advent) sum up in four imperatives all the good advice ever given on reading.

In no other profession is reading—purposeful reading—quite so important as in teaching. And above all, a teacher's reading needs to be so well planned as to economize time; so comprehensive as to give a general survey of all man's interests, activities and achievements; so specifically directed as to keep the teacher well abreast of every progressive movement in his profession; and lastly, so well balanced as to provide the necessary elements of culture, entertainment and relaxation. Such a course of reading looks like a big order, and it would be if attempted all at once. One's reading should fit in with one's mood at the time of reading, especially when reading for pleasure or relaxation.

Professional reading along the lines of pedagogy, methods, and educational philosophy is essential to progress in one's profession. One or two recent works by able educators, specialists in their respective fields, should be read during each school term. These books are best read and discussed in a faculty round table that might meet once or twice a month for that purpose. Certain chapters of the book should be assigned well in advance of the faculty meeting so that all the teachers may have read the topics assigned and be prepared to contribute to the discussion. If a member of the faculty has taken work under the author of the particular book up for study, let him lead the discussion and bring a personal note to it based on his contact with the author. Such a reading followed by round table discussion, comment and criticism cannot fail to stimulate a teacher's professional development.

Other reading objectives mentioned in the second paragraph above are largely up to the individual teacher. The field is wide, and the choice the teacher's, but I might drop a valuable hint from Emerson's "Society and Solitude," as follows: "The three practical rules, then, which I have to offer, are—1. Never read any book that is not a year old. 2. Never read any but famed books. 3. Never read any but what you like."

With this advice from Emerson and that from "The Book of Common Prayer" a teacher may read what he will, letting his conscience be his guide.

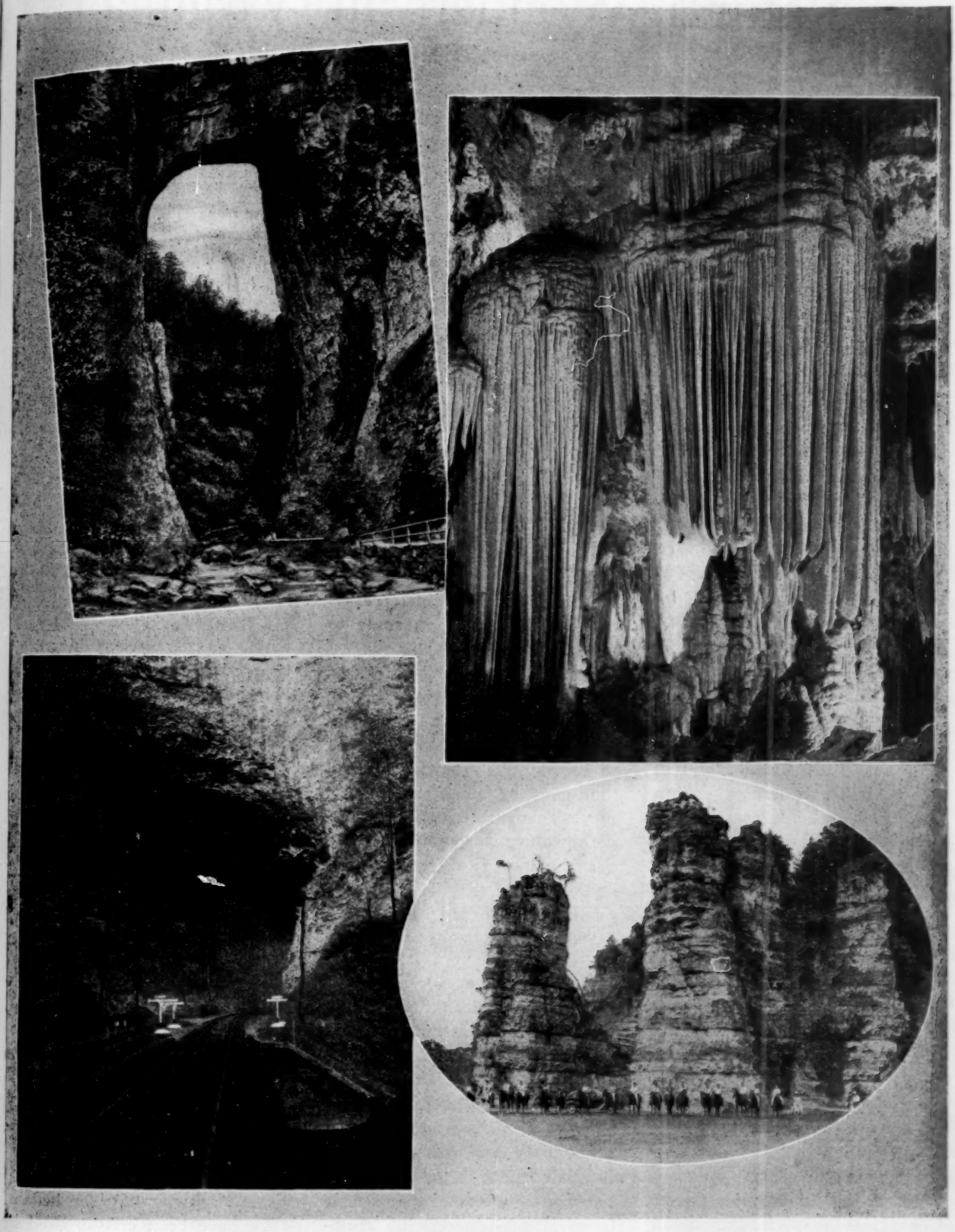
Nocturnal Melody

THE sound of a young collegian's voice, singing cheerfully about a certain lady as the owner of the voice wanders through the streets at 1 a.m., has elicited this penetrating interpretation from Dean Raymond E. Manchester of Kent State University. In one of his "Saturday Letters" this Dean of Men explained:—

"College students are not wholly at fault when they do silly things. They are recipients of *passed along* ideas. Grandpa tells Papa about what he did in the middle of one night at Harvard. Papa tells Junior about what he did in the middle of another night at Cornell and Junior feels that it is up to him to do something, somewhere, in the middle of some night to uphold the honor of the family. Therefore, when Junior hears a song about a certain kind of lady he gets a big idea and gathering a few other *family-honor-upholders* about him he starts out to serenade the rank and file at 1 a.m. on a Sunday morning.

"Great stuff!! And won't Junior tell Junior II a tall tale about it all. Oh, boy! And Junior II will sit with his mouth open and blink his eyes and in the middle of some night in 1960 on the streets of some college town his voice will go out in clear ringing tones, and he will tell the masses about a certain kind of lady. Those who are now babies in that town will then be trying to sleep and they will stick their heads out of windows and yell, "What the heck!" and Junior II's efforts will be crowned with success.

"So, we must not be too severe with our Junior. He is like one link in a chain. He is just one of those in a long line of *passers-oners* of the song about a certain kind of lady and the moonlight. He must uphold the honor of the family. Having sent his voice out on the morning air and given the message about the certain lady he will probably settle down to his logarithms and term papers for the rest of the year. He really doesn't care about the lady. He just wants to sing about her!"



VIRGINIA EXHIBITS NATURE'S CARVINGS

Top Left: Natural Bridge, one of the seven natural wonders of the world, near Lexington; Top Right: Scene in one of the several caverns in the Shenandoah Valley Area; Bottom Left: Natural Tunnel, through which a train runs, in Scott County; Bottom Right: Natural Chimneys, another unusual formation of nature, near Harrisonburg.

Natural Wonders in Virginia

ARTHUR BEVAN
Virginia State Geologist

THE many and diverse natural wonders in Virginia, some of which are unusual and fascinating, attract curious visitors from many parts of the world.

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Natural Bridge — crossed by United States Highway No. 11, fourteen miles southwest of Lexington — has become a national landmark, so closely is it associated with the tradition, history and romance of America. Man first discovered the bridge a few hundred years ago, but Nature, through millions of years, has worked with patient labor and magnificent skill to construct here a monument that will stand for all time.

Nature's working material was 450,000 cubic feet of rock weighing 36,000 tons. Her tool was a simple mountain stream flowing toward the seas. With these she achieved her miracle: a bridge of solid stone 90 feet across and 215 feet high. She painted her masterpiece with dull red and ochre, soft shades of yellow and cream, delicate tracings of bluish-gray.

Impressive and remarkable by day, the bridge provides a new thrill at night when a pageant of light and music is enacted which takes one back through the eternal ages.

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Natural Tunnel, in Scott County, is a spectacular detail of Nature's architecture. It is just east of United States Highway No. 23 about eighteen miles southeast of Big Stone Gap.

The tunnel is a natural passage through the mountains cut through Purchase Ridge, a spur of Powell Mountain.

Throughout the entire length of the tunnel, Nature has carved an immense and beautiful passageway. The perfectly carved ceiling averages 100 feet in height; its rugged walls range from 100 to 175 feet apart.

Builders of the South Atlantic and Ohio Railway, in 1882, found Natural Tunnel a logical route for their line into the coal fields of Southwest Virginia. This line is now a part of the Southern Railway, and a large part of the coal mined in Southwest Virginia passes through the tunnel en route to the East.

Alongside the road rushes turbulent little Stock Creek, which, through the ages, has played such an important part in carving the tunnel. Fed by thousands of mountain springs, this heroic little river continues, with waning strength, pounding first against farthermost walls and then at the bed of the man-made railroad which has dared to follow its cavernous pathway.

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The Shenandoah Valley area contains numerous large caverns of picturesque form with an abundance of decorative formations. They appear to be buried cities of geologic wonders. Great stalagmites and stalactites are congealed here in grotesque and awe-inspiring shapes comparable to great masterpieces of sculpture. The brilliant colorings of the wall draperies might well have flowed from the brush of an inspired artist.

The rock formations have been curiously wrought by Nature to resemble a large ballroom, a flower garden, a fish market, organ and chimes, a dream lake, throne room, Saracen's Tent, Titania's Veil, the Bridal Veil, the Grotto of the Lily, Cathedral Hall, and other wonders.

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Nine of the largest caverns have been developed; seven are now open to the public. They are: Battlefield-Crystal, one mile north of Strasburg, just west of the Lee Highway (United States Route 11); the Caverns of Melrose, formerly Virginia Caverns, six miles north of Harrisonburg and west of Route 11; Endless Caverns, three miles south of New Market and two miles east of Route 11; Grand Caverns, eight miles east of Mount Sidney on Route 11 and sixteen miles north of Waynesboro (State Highway 12); Luray Caverns, near Route 11 just west of the town of Luray; Massanutten Caverns, six miles east of Harrisonburg and two miles north of State Highway 4; Shenandoah Caverns, three miles north of New Market and about one and one-half miles west of Route 11, and Skyline Caverns, about one mile south of Front Royal on Route 12.

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Natural Chimneys are tall, limestone towers near Mount Solon, a few miles west of State Highway 12. The beds of rock have been criss-crossed by deep fractures. Solution of the walls by ground water has so enlarged the fissures that the rock columns have become separated from the parent cliffs and from each other.

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Would This Work?

VERNON C. SHIPPEE
Orange, California

ONE of the acute problems of the teaching profession is that of teacher tenure. Wherever this question does not constitute a problem, teaching can hardly be said to be a profession. The problem is many sided and a solution which considers the welfare of only one group is worse than no solution at all. It is hoped that the plan outlined below will offer a satisfactory solution to this as well as to some other problems that are at present confronting the teaching profession.

The central feature of this plan is the certification, hiring, dismissal, and payment of teachers by the state, leaving to the district the raising of funds for other current expenses, buildings, improvements, or other necessary capital or current outlay.

State certification is at present pretty much of a fact, although some states, like California, have a dual system, in which a county credential, as well as a state certificate or credential is required.

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In some states teachers are in theory state employees, but the theory is more fiction than fact, because the state merely distributes certain moneys to the school districts to be used in specified ways, so that the hiring and paying of teachers is actually done by the districts. This theory should be changed to reality, but in making the change certain other changes will have to be made also.

First, as to certification: a state board should determine the approximate number of vacancies for a given year and admit only a slight surplus over and above that number of new teachers for that year. At the completion of the required scholastic work the prospective teacher should be required to pass a competitive examination before being appointed to a position. The number of properly qualified teachers admitted from other states should also be limited strictly. Graduates of teacher training institutions would not be assigned to

full time teaching the first year, or possibly two years. Instead, they would be employed as cadet teachers at a salary slightly in excess of that paid by universities to holders of teaching fellowships. Cadet teachers would not do full time teaching, but in addition to a limited classroom load would be theme readers, graders, and would be given practical experience in the devising of all forms of tests. The actual program of this practical work would be determined by the joint action of the schools to which the cadet teachers were assigned and the state board. After the period of cadet teaching, the new teacher would be issued a credential valid for uninterrupted teaching service during the life of the holder, but subject to certain restrictions and provisions; without such a credential no person might teach in the public schools of of the state. Certain of the restrictions would relate to professional growth, certain to professional conduct, certain to leaves of absence (or sabbatical year periods), or to exchange teaching.

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Second, as to teacher placement: even though employment and payment of teachers shall be exclusively a state function, the community should not be forced to retain an undesirable teacher year in and year out. A teacher may give excellent satisfaction in one community and still be a failure in some other place. The original appointment of a teacher to a given community should be an exclusive function of the state board, but if the board of trustees of a given district shall ask that a teacher be transferred, it shall be compulsory for the state board to make such a transfer at the end of the school year. If a teacher, for sound reasons, wishes to be transferred to some other community, the state board shall do all in its power to effect such a transfer. In communities large enough to do so such transfers might be made within the community itself by the local board of education, subject to the approval of the state board.

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Third, some provision for yearly professional growth should be made by the state board. This provision need not be large, because there should also be a provision for regular periods of sabbatical leave for purposes of study or educational travel on full pay. There should also be provision for exchange of teachers with other states, and if possible, with other countries.

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Fourth, adequate provision for retirement of teachers should be made. Teachers should realize that there is just about so much tax money available for salaries, and that if they expect an adequate retirement salary they will have to forfeit a corresponding amount of their salaries while teaching. Accordingly, the new teacher should be given two alternatives: he may accept his full salary and invest his savings as he sees fit, or he may allow the state to keep a certain portion, said portion to be invested by the state and to be used for retirement salary purposes. Retirement should be optional at a certain age, say after twenty-five or thirty years of teaching, or at a certain age, in case teaching has not been continuous. In order to guard against drifters into and out of the profession, a state credential should be forfeited if the holder did not continue in the profession for a period of three consecutive years. During that time the holder of such a credential could do substitute teaching, or could re-enter the profession actively upon presentation of evidence of professional study or advancement during that period. During the period of optional retirement the holder of a credential could do substitute teaching, but retirement would be absolute at the time of compulsory retirement.

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Fifth, salaries should not be determined fundamentally by the size of the school or system in which the teacher is placed. In fact, the teacher in the one-room rural school who has difficult problems to face would be remunerated as adequately as the city teacher whose chief problem is, shall we say, too many pupils in a class? Previous experience, professional ability (insofar as it may be possible to determine it), living conditions, and teaching load are some of the factors that should determine the salary of an instructor, head of department, principal, supervisor, superintendent, or other individual. The cadet teachers mentioned above should have at least two years' experience,—one in a city system, and one in a strictly rural system. The supervisors in rural systems should have these cadets to look after. In the city systems both the regular teacher and the heads of departments would take charge of the cadets.

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Sixth, the financial support of any such plan would of necessity come entirely from state funds. It should be the function of the state to provide each community with properly trained and adequately paid teachers. Communities should be allowed to fit their equipment to their needs, with certain standards maintained as desirable. But without ade-

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quately trained teachers the best of equipment degenerates into playthings, the wise use of study periods (supervised or non-supervised) soon becomes mere busy work, and the regular classwork is apt to revert to mere rote "book-larnin'." Since such a plan would relieve the local district of a portion of its tax burden and would throw a corresponding burden upon the state, some exchange of tax functions and powers would have to be made. It will not do to shift the burden to the state treasury and not provide adequately therefor.

It may be asked, "How does this plan bear any relationship to the problem of teacher tenure?" Simply this: Under this plan teacher tenure is not a matter of the whim of a local board which has to economize by hiring inexperienced and new teachers every year, or which may dismiss teachers for some matter of local prejudice. The teacher would be the employee of the state and might not be dismissed except for causes stated on his credential. If a teacher did not give satisfaction in a certain community, he might be transferred elsewhere, but he must be given employment. Dismissal from the service would be for proved causes, and the concurrent opinion of the state board and the state superintendent would be final.

Because entry into the ranks of the teaching profession of a state would be by competitive examination, and also because a certain amount of professional growth would be obligatory, the quality of the state teaching corps would be high, and because of the degree of permanency of tenure the morale would be correspondingly high.

The above plan no doubt merits considerable and severe criticism, but if it arouses discussion and thought to a sufficient extent to correct defects and to perfect it to such an extent that it will be given a trial in some state where its success may be watched and studied by others, it will have served a useful purpose.

Education makes people think, and thinking may make them dissatisfied. Thoughtful dissatisfaction has produced most of the things which are indispensable to civilized life. —ROBERT M. HUTCHINS, President, University of Chicago.

A Club Attack on Stealing

ENID S. SMITH
Bethel College
Newton, Kansas

Theft was a large and serious problem until public opinion of the school was enlisted . . . How?

A NEW adventure in the organizing of club projects was attempted in a city high school of approximately 2,600 students and 115 teachers. After a survey of the needs of the school the members of each of the sixty clubs met in September to decide upon the project or group of projects they would undertake as their special contribution for the year. The problem or project selected by majority vote was then discussed in detail, possible methods of handling the problem were listed, and after further discussion the club members chose the method that seemed to them the best solution to their problem. Committees were appointed, work was begun, and results carefully noted.

A concrete example illustrating the method in which one of the clubs of the school dealt with a very serious problem may indicate to club sponsors, teachers, and deans an effective way of handling projects of a club program.

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The Character Education Club, particularly interested in school ethics, character development, and the raising of the general morale of the school, found that stealing was a real problem, and was on the increase. A questionnaire circulated throughout the home rooms asked for names of those who, during the semester, had had articles stolen (not lost), and for the date and probable place of stealing. There were 1,004 out of the 2,589 present that day who replied to the questionnaire. Several teachers and students stated that more students did not list articles that had been stolen from them, lest in some way they incriminate themselves by their signatures or finger prints. Of the 1,004 who did reply, 361 listed from two to six articles that had been definitely stolen from them. Among the articles enumerated there were: 78 fountain pens; 75 books (personal property); 51 articles of clothing (gym suits, uniforms, bloomers, blouses, etc.); 44 different instances of money stolen, $1 to $10; 35 articles pertaining to mechanical equipment, such as automobile lenses, doors, cushions, drawing sets, etc. As to the probable places where articles were stolen, 76 disappeared in classrooms; 44 in the band room, Visual Education Building and Student Body Office; 41 in toilets; 32 on the campus and athletic field, and 30 articles from lockers.

The problem of the Character Education Club, therefore, was to find some way to make stealing less popular in the school.

Five possible methods of handling the situation were suggested:—

1. To have the school sheriff with his deputies watch closely the most probable places where thefts occurred.
2. To advertise in the daily bulletin and school paper the fact that we have many thieves in school, and that honest persons must watch their property.
3. To get the city detective bureau to send help to discover the thieves and dismiss them from school.
4. To urge teachers to give direct character instruction in classes. Circulate literature of a character-building nature throughout the school.
5. To take the school Code of Honor which was written by the students, appeal to the best in each individual, and enlist their co-operation in living up to their own code. Let this be done by means of some pageant in general assembly that would show dramatically the beauty of the virtues mentioned in the Code of Honor, and link this up with what the students normally consider their modern heroes.

Number 5 was chosen and worked out in the following manner:—

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The club devised a pageant to be given in general assembly. In the pageant the Spirit of the School, clad in school colors, entered an exquisite garden adorned with delightfully attractive and gracefully robed individuals representing statues. The school Spirit, seeking the eternal principles of character, and not stopping even to refresh herself in the enchanted garden, is about to pass on her way when the curator or keeper of the premises appears, ascertains her quest, and bids her speak to the statues—inasmuch as they have been known on very special occasions to speak to men and women of ages past. Somewhat in doubt of the ability of statues to speak, the Spirit of the School kneels beside a beautiful statue dressed in blue, and bids it speak to an earnest seeker. The statue represents Honesty, and tells the seeker what Honesty means to the world. Following the speech

the curtains at the back of the stage part to show a tableau of George Washington taking the oath of office. After the Spirit decides that Honesty shall be the corner stone upon which she will fashion her character, she passes on to a lovely statue draped in yellow, and asks what more she must learn before her character is complete. Industry speaks to her, following which the curtain parts disclosing a tableau of Edison trying out more than 5,000 kinds of materials before he was successful in perfecting the electric light. The Spirit passes next to a white-robed statue, Purity, which addresses her; at the end of which a tableau is shown of Sir Galahad, who said: "My strength is as the strength of ten because my heart is pure." Following this, the Spirit questions a green-robed statue representing Courage who speaks to her—and the tableau representing the courage of Lindbergh is shown. Coming to a purple-robed statue, representing Brotherhood, the Spirit hears of the brotherhood of man, and sees the tableau of Lincoln joining the hands of a colored and a white man. Finally, the Spirit approaches a graceful, pink-robed statue representing Love, the greatest thing in the world, the true source of all character development. A tableau of Florence Nightingale, "The Lady with the Lamp," is shown. At this time the Code of Honor is sung by a chorus off stage.

CODE OF HONOR

As a student of McKinley, I stand
For Honesty
In all I do or say;
For Industry
In study, work and play;
For Purity
In spirit, thought and deed;
For Courage
To meet life's every need;
For Brotherhood
Of races all combined,
And Love
For God and all Mankind.

The Character Education Club chose Number 5 for the following reasons:—

1. Persuasion through education is better than force.
2. The remedial treatment came from within the student body rather than being superimposed from without by adults. The Code of Honor was a student affair.
3. The appeal was dramatic and indirect, rather than "preachy."
4. The club pageant was a work of art and beauty, appealed to the best in both participants and audience, and could not help but make its contribution from many angles.
5. The chief appeal came from modern men who were student heroes.

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It may be added that the student body as a whole appreciated the Character Pageant, and judging from results, took its lesson to heart. There was scarcely any stealing for the remainder of the year. At the beginning of the following year the pageant was again given. There were but a very few thefts during that year. Stealing no longer constituted a real problem of the school. The pageant became a yearly affair, to be given particularly for the benefit of the incoming class.

Altruism

BELLE M. NIXON
State Teachers College
Fitchburg, Massachusetts

NOT many teachers will dissent from the general thesis that character development is one of the aims of education. If we teachers could decide once and for all that we cannot teach character but that we can condition boys and girls, through literature and other subjects, to get pleasure out of doing good, from serving the greatest number, then we will have started the process of character education. We may subject our boys and girls to all the splendid masterpieces of the ages, but until they want to learn from Macbeth, Job, or countless other characters, we shall have worked in vain. As a matter of fact let us go one step farther: altruism rather than intelligence is most needed today in this hectic old world. For will not altruism create a desire for intelligence? Thorndyke says: "The mind does nothing for nothing." Then let us teachers work to create in our students the desire to do good and to derive pleasure from thus doing.

For us to develop a so-called good character in a pupil, we must make him comprehend standards; and finally we must help him to gain sufficient moral strength to carry out these standards. If we look at this job seriously, it is an alarming one but an equally challenging one.

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CUNARD WHITE STAR

Luring the Laggard

JOSEPH A. MOORE
Amherst (Mass.) High School

A GOOD deal has been said about supplementation—that additional work offered to students after the formal assignment of the classroom has been satisfactorily accomplished. But unfortunately for the community at large, and the future of the learner, most of these extra projects are designed in the main for those pupils who have voraciously "eaten up" the prescribed minimum. Then, with a zeal amounting sometimes to gluttony, they pitch into the pleasurable awards held out as the optional supplementaries.

Three cheers for that! But what of the adolescent who cares little for his school work? What of the boy or girl who has, through laziness, disinterest, or lack of ability, failed to reach the appointed standard of achievement? Is he simply to be tolerated as the necessary evil of the schoolroom? Or is there not, perhaps, some way in which his nascent desires can be fostered to their culmination?

It is the firm belief of this writer, through observation and experience, that supplementation offers possibly as much, if not more, for the slow, or "average"—Lord, what is that?—student as for the bright one. Take the case of John, a high school sophomore whose work had been low average, with neither desire nor high intelligence to spur him on. John's history marks were good, but he showed no interest in assignments left to his choice. Like many boys, he was interested in stirring deeds and names of the past; and this impetus made for work of a slightly higher grade in that one subject.

Then his science teacher got hold of John. He found the boy spent hours lounging about the local garages, waiting for chances to work with the auto mechanics. But he spurned the text-book and laboratory work in his science course. The instructor took him to his home, allowing him to help repair the family car. He placed interesting literature on the subject in John's way. And finally, cleverly and skillfully, he won John to some slight interest in his formal science. The youth has recently been graduated from a technical school, not with high honors, for his moderate I. Q. would militate against that, but with a respectable record which will aid him in winning a place in society of value to himself and to his community.

This instance brings up the element of interest. It is taken for granted in the bright student, usually; but how much can be done for the juvenile who is interested in perhaps one subject, to the detriment of his remaining courses?

Perhaps the example of Robert will be interesting. Robert was a youth of promise in science, but good literature was no temptation to his easy-going mind. As the English instructor tried to impress on him the value in reading good books, the youth snorted: "Huh, the trouble is that the books you say are good are no good, and the ones you say are no good are good."

Apparently this was the case of the beginner with the latent desire to read, but with no way of discriminating between "good" and, as Hymen Kaplan would put it, "rotten!" The spirit was willing, but the appreciation was weak. What to do?

Immediately it was decided that the initial step was to get Robert to read—almost anything. So together one afternoon teacher and pupil trudged to the public library, and Robert was set to work on a few books of colonial boys' adventures, by Joseph Altsheler. Later he reluctantly admitted that they were "all right." Then he was graduated to "better" authors—Sabatini, and Chandler, and Wodehouse. Finally Robert was dunning the librarian for more of Kenneth Roberts, Alan Villiers, and John Masefield!

There are many more examples at hand. Innumerable schemes for awakening the great god Interest could be cited. But the wide-awake student's helper can discover many that are peculiarly suited to his own exigencies.

A word of caution. In this rush for supplementary projects, never let the added jobs, whether in the hands of the bright or the slower scholar, topple the carefully planned balance of his study course. For sometimes it is easy to get any given youngster to spend more hours on these pet assignments—at the tremendous cost of plummeting grades in his other subjects. Spare yourself the verbal tomahawks of incensed fellow instructors; save your pupil from driving his car of learning with one well-inflated tire and three clanking flats; in short, use supplementation not as an end in itself but as the means solely of opening to eager youth the healthy vista of a fuller life, at work and in play.

All in the Day's Work

By EVERETT V. PERKINS
Principal, Cony High School
Augusta, Maine

A Courtesy Project

A FEW weeks ago the sophomore class considered in the home rooms a conduct case involving courtesy. The boys and girls thought that courtesy is a very important trait and that our school ought to put on a campaign to promote it.

The question was who should conduct the campaign? One of our most influential groups is the C Club, made up of our male athletes. If these boys would take hold of the project, there would be no doubt about its success.

So to the C Club the proposition was put up. When the ballots were counted it was found that the vote was over 90 per cent. in favor of the campaign.

After two weeks of careful planning the boys were ready to proceed. They had a splendid program at assembly with stirring speeches and a humorous skit. They placed about the building a great number of posters, all of which were of their own production. They emphasized by their example and in many other ways the desirability of being courteous.

Today the sophomores checked up on the success of the campaign, which has been running a week. They voted that there has been much improvement, that the seniors have done the best of all the classes, and that there should be a similar project each year.

Think, plan, act, check on results—this is the rule for successful achievement. It applies to conduct matters as much as anything. It is far more effective than exhortations, rules, and penalties.

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Better Thinking, Better Speaking

Dorothy Thompson's column was so good that I had a student read a section of it at assembly. Miss Thompson showed the close connection between language and thought. She emphasized the fact that sloppy speech promotes sloppy thinking while those who speak with clearness, accuracy, and effectiveness develop the same characteristics in their mental processes.

Of course it is equally true that improvement in the mind makes the speech better. The benefits are reciprocal. But it is hard to measure mental gains. On the other hand, any of us can resolve to improve our speech.

Students all desire to be alert and effectual in their thinking. Let us convince them that the way to begin is in the improvement of their speech.

NEW BOOKS

One of the outstanding men in education discusses an important phase of modern educational work.

IMPROVING INSTRUCTION

Supervision in Secondary Schools

By Thomas H. Briggs

Outlining the goal of supervisory work and crystallizing the basic principles to be followed in achieving that goal, Professor Briggs has again made a major contribution both to the philosophy and to the practice of modern education. His refreshingly direct, practical point of view and the many concrete suggestions he has to offer should be of real assistance not only to the teacher in training, but also to the practicing supervisor and school principal. To be published in May. $3.00, probable.

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An illuminating study of the special educational objectives and problems of the 2- or 3-teacher school.

MODERN EDUCATION *in the* SMALL RURAL SCHOOL

By Kate V. Wofford

An expert teacher here shows how the small school can use its existing assets, together with many of the modern aids in teaching, to promote an effective educational program. The book is especially remarkable for its power to quicken the imagination and ambition of the reader. Full of enthusiasm herself, the author infuses her reader with fresh resolve as well as with many practical ideas toward improving rural education. To be published in May. $2.75, probable.

MACMILLAN

Classroom Clinic

Of Personality and Behavior Problems

Conducted by GARRY CLEVELAND MYERS

Trouble With Addition

MANY a teacher has discovered that the child who does not get along at school in any subject, or who has trouble in only one subject, may be hindered more than helped by his parents who try hard to assist him. In connection with a daily syndicated newspaper article addressed to parents, I receive many letters which illustrate this point. The following sample is apropos. My answer to the mother might contain some suggestions worthy of consideration by teachers who attempt to solve such problems.

The mother writes:—

"Our daughter is in the third grade. She is having trouble with addition. She can do subtraction, multiplication and division, but when it comes to adding columns of figures she is lost. Here is a sample problem: 37, 25, 19, 56, 28. (The mother wrote these numbers in a column.) *When she adds the units column she may call it 25 instead of 35. Maybe in another problem when she is adding 35 and 9 she will call it 24 instead of 44. She knows how it should be done, but as I see it, she is careless. I have given her problem after problem and have tried to help her.*

"She is a normal, healthy child, but is very sensitive. When I ask her to work problems, she cries and fusses, and says she can't. She knows all the 100 combinations in both addition and subtraction. I have promised her a wanted article if the given problems are worked correctly, but I get no results. Would you give her a sound spanking or use other means to correct her trouble?"

How I answered her—Please do not spank that child for her troubles with arithmetic or any other learning difficulties. Don't even look or breathe as if angry at her errors. Discipline yourself to be calm and patient. Otherwise keep away from her while she tries to learn. Poor child! She already is distressed and disgusted at herself. She does not make errors just to be "ornery." Her trouble is not carelessness but emotional confusion.

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You have located her specific difficulty; it is carrying in column addition. Slowly work several examples, "thinking aloud" as you do so. Create a quiet, serene atmosphere for that girl and help her feel emotionally secure, with no urge at all to hurry, or fear that she might be wrong and be rebuked for failure. Celebrate her small successes, and try to restore hope in her heart. Don't look for rapid gains. It will take some time to undo the damage this child has sustained.

Application to Teaching

Such cases are typical of many which require considerable tact and wisdom in the teacher. They suggest the need of wise counseling of parents by the teacher in a way to win their co-operation.

Let us keep in mind that whether there is home work assignment or not, many parents will go on trying to help, often hindering the child. We teachers might as well recognize this fact, and try to prevail upon the parents to co-operate with us. In addition to helping the child get along better at school, we might also be able to make his life much happier at home.

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There is abundant evidence that some parents can be changed in their attitude toward the child and his lessons, changed also in their methods of dealing with him; also evidence that some parents can learn to ascertain the child's specific learning difficulty. This mother did so. She failed to arrive at an effective way to help the child after she had partly diagnosed the case. The emotional item, the most essential one, she wholly overlooked. At least, she failed to find a way to get good results.

Too bad the teacher had not discovered the carrying error the child was making repeatedly. She should have found it easily, and in a short time could have helped this little girl to get over the difficulty permanently.

We cannot, however, be sure that a part of the child's emotional upset in connection with addition was not induced at school. Perhaps there was too much of a hurry atmosphere and too fast and frequent shifting between addition and subtraction.

You observed that this mother stated that her daughter had thoroughly mastered the 100 addition and 100 subtraction facts. Many other children, even in the fifth and sixth grades or beyond, have constant trouble with these basic simple number facts. Now and then I find a high school or college student who has never learned them. It requires very

little time for a student to memorize these facts once the trouble is discovered by him and he chooses to settle it. A discerning teacher in the intermediate grades checks on these simple basal matters and devises measures for proper treatment.

Famous Fallacies . . .7

Teachers' Examinations

FRANK M. RICH
Principal, Public School No. 2
Paterson, New Jersey

ANOTHER fallacy, widely accepted, is that teacher's marks in examination are an index of professional ability. Teachers' examinations undoubtedly serve a purpose in protecting the schools against ignoramuses who have faulty knowledge of the subjects they purport to teach. But studies of the standings of teachers of measured skill, and the same persons' standings in examination, prove what common sense ought to reveal without proof; that there is little if any relation between skill in instructing and managing a roomful of youngsters, and skill in framing eloquent answers on a piece of paper. In statistical studies, the oral examination or interview likewise makes a very poor showing as a means of selecting teachers. It is true that there are intelligence tests disguised as interviews which reveal a good deal about a candidate's natural intellectual ability, and these no doubt would be useful in eliminating morons, but apparently the extemporary conversations commonly used have little scientific value as a means of selecting teachers, for Knight says, "The findings of this study lead one to wonder how much better than chance the selective skill of the average superintendent is."

One of the commonest delusions to which most people are subject is the feeling that they possess a miraculous sixth sense or hunch which enables them to pick the winners and reject the losers by a moment's conversation, a glance, a photograph. But if there are any persons so gifted in reading character, they have eluded science. Selection of candidates by conversation, appearance or photograph makes no better showing than a blind, random selection would make.

McLaughlin's case study of successful and non-successful teachers points to the conclusion that there are several rather definite traits that indicate probable success in teaching. They are wider experience, broader interests and more pronounced likes and dislikes in youth; a wide variety of manifested abilities and activities, especially those largely self-expressive; ability to eliminate individual traits and become socially adaptable; a high intelligence quotient; ability to measure and understand the position and motives of pupils, parents and others; an ability to understand and keep in mind educational goals; technics of teaching, and skill in applying them with variously equipped individuals. When interviews and examinations can be administered so as to gauge these qualities in an individual, boards will be justified in using them as a basis for appointment and promotion. Till then, the best criterion is confidential reports from previous employers and personal classroom visitation.

TO OLD VIRGINIA

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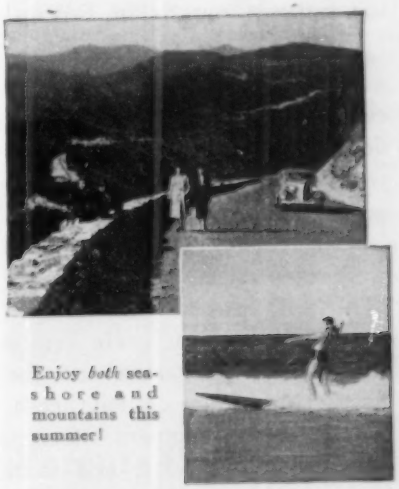
"Explore" the magnificent Shenandoah National Park. Take its thrilling Skyline Drive. See the caverns, Natural Bridge and Natural Tunnel . . . "miracles of stone" . . . and, remember that Virginia's seashore is always nearby, with fine resort hotels to fit any budget.



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What's Doing in Art?

Question and Comment Are Invited

JOHN G. WOLCOTT
Master, Greenhalge School
Lowell, Massachusetts

What to Teach?

FRANK WACHOWIAK, supervisor of art in Lakefield, Minnesota, has brought up a subject that is as pressing as any other in art education. Directors and teachers, in both schools and universities, want to know what to teach. Should the "grand style" in art give place to the minor crafts? Mr. Wachowiak writes:—

> "I enjoyed your article last month. I am trying to work out a satisfactory program of art in the grades — something truly functional and correlative. Do you have a course of study I may examine?"

Yes, Mr. Wachowiak, I have two or three courses, and will send them to you with pleasure. You will find that the authors have planned excellent outlines. But I doubt whether a wide-awake supervisor will get from any printed course the inspiration he gets from looking at the Sargent murals in Boston!

Planning Courses

This matter of planning courses has two sides. Let me describe briefly the orthodox way of going at it, then the adventurous way.

The regular method has been well summarized by William G. Whitford in his "Introduction to Art Education." He begins with the kindergarten and the first grade. Here crayon, brush, water color, tempera, fresco, scissors, blocks, clay, and sand are used for developing muscles and the senses. Even in the first steps Whitford suggests emphasizing the functions of art. Lead the child to see the uses of art in designing clothing, homes, gardens, and towns. As the work goes on through the grades try to awaken appreciation for beauty and develop good habits and skills. Do it by stressing line, form, tone, color, texture, repetition, rhythm, balance. The work in the highest grades is a further development of the same things. On page 48 Whitford has an excellent chart of the other functions of art education.

Now listen to what Michelangelo says on the same subject:—

> "I find amongst men but one science, and that is drawing or design. Each person is a designer, producing new forms, in dress, in building houses, in cultivating the fields, in navigating the seas, in fighting, in burials and all other movements."

This statement not only gives the functions of art but indicates also its correlation with other subjects. Design is used for planning and illustrating all things. In school the child can use it for literature, geography, arithmetic, geometry, and his other studies.

Be Audacious!

I could describe a whole art system for the grades in the usual academic language, but would it satisfy? Would it answer that inspired feeling for great things that the artist and art teacher have? Reading the lives of the great painters has aroused in these people an urge to do stirring things, at least to live in an environment of inspired movement.

What some of them want is not an outline of work for the grades, but escape from humdrum. They want to paint the Sistine Chapel, and vibrate with fame. They should take care. The orthodox pedagogs will exile them. Can their exaltation, their dreams, be put to any use in education?

They can. They sometimes have a larger importance than years of ordinary art drill. How use these exaltations? The answer is, in the same way that Michelangelo and Rubens used theirs. No petty ideas for them. Rather ideas of vast scope, great murals describing whole systems of life, of creation. No pining in classrooms or offices, making futile plans. To work on the walls! They covered great walls with ambitious, gigantic designs. This was the spirit of the Renaissance, the thing we miss in our schools, colleges, and studios.

If you ask how this applies to art teachers, listen. Our schools and colleges have miles of wall space needing decoration. Find the pupils in the higher classes who can follow instructions as the apprentices of Rubens followed his. Obtain a good design. If you cannot create an original, paint the walls with copies of the Renaissance masters, of Sargent, Branguyn, perhaps Gauguin. Don't listen too long to pedagogs who say the pupils must develop their own design. If you wait for the pupils you may wait for eternity, and do the pupils no good. The great masters designed their pictures, their students filled in the portions they were competent to paint, and the masters completed the works. The apprentices had practical instruction in the trade, they got the "real thing" in art education, the brighter ones got the training that was

(Continued on Page 178)

The News Digest SECTION

Bespectacled

Near-Sighted Students Shown Heading Classes

MINNEAPOLIS, Minn. — Students who stand at the head of the class are especially apt to be near-sighted and bespectacled, as cartoonists have always pictured them, according to a survey made at the University of Minnesota.

Among 378 freshmen, almost four times as many of those who passed highest on the college aptitude test were near-sighted as of those who passed lowest. Similar conditions were found among senior medical students.

Whether the near-sightedness is a cause or an effect of intensive study is not entirely clear, according to Dr. Ruth E. Boynton, director of the students' health service. She suggested, however, because the near-sighted student was unable to participate in games and other activities during childhood, he acquired earlier superior habits of reading and studying.

A. F. of T. Warns

Drive on Free Education Seen

BOSTON.—The existence of a "concerted drive against free public education" in the United States, carried on in the name of economy but designed to remove the democratic school system, was charged recently by Mrs. Mary Foley Grossman, national legislative agent for the American Federation of Teachers. Mrs. Grossman was one of the principal speakers at the second annual conference of the Massachusetts state branch of the Federation, an American Federation of Labor affiliate. Highlight of the convention was the presentation of the first state charter to be granted by the national council. "The American Federation of Teachers, whose slogan is 'Education for Democracy—Democracy for Education,' stands ready to defend vigorously the institution of the public school against any and all attacks, no matter from what source they come," Mrs. Grossman said.

Test Testers

School Examiners To Be Examined

NEW YORK.—Plans for a survey of the Board of Examiners of the city's school system have been announced by Joseph K. Van Denburg, chairman of the board. Every phase of the board's work is to be studied, and an evaluation made of the procedures now used. To be conducted by the Civil Service Assembly of the United States and Canada, the survey is to be started before June 1. Dr. Harold G. Campbell, superintendent of schools, has authorized the study, to be undertaken at no expense to the Board of Education. It was explained that a foundation had underwritten the cost. The investigating committee will "live" with the Board of Examiners for about a month, getting first-hand information of the "behind-the-scenes" machinery of the board. "The members will watch everything we do," the chief examiner declared. "They will then tell us how we can improve our procedure and what we can do to better our board. They will take us apart and give us an unbiased estimate of the status of our group as an examining agency."

WPA Report Urges Farm Youth Be Kept in School Until 18

WASHINGTON. — A 112-page, handsomely printed and illustrated survey of "Rural Youth on Relief," just published by the Works Progress Administration, was cited by Aubrey Williams, Acting WPA Administrator, as offering proof that Federal aid to such youth must be continued and extended.

"During the past five years more than 2,000,000 rural youths have received some form of government assistance," he said. "With the present surplus of youth on the land whom industry cannot immediately absorb, and with the oncoming masses of youth in both farm and non-farm rural territory who will be pressing for employment opportunities, Federal aid is essential for the attainment of economic security by those impoverished young men and women."

The survey indicated, Mr. Williams added, that the status of young men and women in the low-income strata of rural society was largely the result of long-time trends in agriculture, including depletion of soil fertility, overcrowding of the land and, in some sections, the practice of farming unsuitable for the area.

Revival of industrial activity in the cities, he held, would have little immediate effect on conditions in submarginal land areas.

The report's chief recommendation is that such young persons be kept in school until they are eighteen to lessen the pressure on available jobs and to equip them better to make social and economic adjustments. At the time of the survey, in October, 1935, only about a sixth of the youth in the rural households on relief that were investigated were in school.

To the Rescue

Engineers Ask Congress To Save American Inch

TROY, N. Y.—Teachers of surveying from twenty-four Northeastern colleges and engineers, attending a regional conference at Rensselaer Polytechnic Institute, rallied to the defence of the beleaguered American inch.

They sent to Washington a resolution opposing a bill now before the House Committee on Coinage, Weights and Measures which would shorten the American inch by two parts in a million.

"In reality, the distance is so short it can't be measured in the manufacture of machinery or even in the making of the most precise scientific instruments," said Professor Philip Kissam, of Princeton.

"But in the long distances used in the surveying of land by plane coordinate system it would make quite a difference. Such confusion would be caused that great economic losses for many years to come would result."

Parents Only

Special Courses Offered in School

UPPER DARBY, Pa.—"For parents only" could be a slogan for a six-weeks' night school authorized by the Township Council. After a survey of adult needs, the council announced courses would include gardening, household management, travel, current events, history and needlework.

Colleges Report Job Outlook Poor; Slight Gain in Teacher Demand

CAMBRIDGE, Mass.—Although it is too early to gather a complete statistical picture the indications from a preliminary survey of the country are that the outlook for jobs for college graduates next June is considerably poorer than that of a year ago. Firms that in other years have made their commitments to students by this time are holding off this year with a weather eye to the trend of business.

Yet one statistic reports a trend from 1929 to 1937 that may have long-term significance even in the recession. In 1929 there were 250 firms visiting colleges in the quest for personnel. In 1937 this had grown to 1,800 firms and the increase is attributed to the fact that the depression had put smaller firms on their mettle, requiring them to adopt more scientific methods and to hire a more intelligent personnel.

This Spring institutions of higher education in various parts of the country estimate decreases in placement from ten to fifty per cent from last year's figures.

In some groups, however, there is a slight improvement over last year. New York University, for example, has two bureaus of employment, one for teachers, the other for all other fields. The former reports that thus far this year the demand for June graduates is running slightly ahead of last year. The latter reports, however, that due to uncertain business conditions this year's demands run slightly below those of last year.

Although figures are not available, Massachusetts Institute of Technology finds that the situation as compared with last year is not particularly encouraging.

Harvard reports that the present prospect of finding jobs is "much less favorable" than last year.

The University of Southern California anticipates a decrease of about ten per cent in placement of graduates this June.

Stanford reports that since October 1 calls for graduates and alumni have fallen off thirty-five per cent, compared with the same period a year ago.

Calls for teachers are slightly larger than a year ago and the outlook is for a proportionate increase in calls toward the end of the academic year. This, however, is attributed to the operation of the California Tenure Law, which is said to induce school administrators to drop teachers of fewer than four years' experience rather than be committed to them for long-time tenure.

Too Young

Intelligence Test Fails With Infants

LOS ANGELES, Calif.—Dr. Nancy Bayley Reid, research assistant in the Institute of Child Welfare of the University of California, went from hospital to hospital in Berkeley, California, measuring the intelligence of new-born babies. Thirty girls and thirty-one boys not more than three days old were the special objects of her attention. It turned out that there is no telling within a few days after birth whether a baby will be an intellectual or just a humdrum mortal.

Dr. Reid found that intelligence cannot be measured until nerve and muscular co-ordination are sufficiently developed to make possible the responses which mark intelligence. There is nothing for it but to wait until a baby has grown sufficiently.

Dr. Reid did find, however, that the most intelligent parents had the most intelligent three-year-olds. Yet these same bright youngsters at the age of seven months were intellectually more sluggish than the offspring of less intelligent parents. This does not necessarily prove that intelligence is inherited. In fact it may indicate the importance of environment in developing intelligence.

Dr. Reid seems to favor the heredity theory. At any rate, she believes that bright three-year-olds need a longer period of development for their complex mentalities than do the children of duller parents and that it is easier to predict a baby's intelligence by estimating that of its father and mother than by making actual measurements on the baby.

Dr. Reid's study received an award from the American Educational Research Association.

World Affairs

New England Institute Of International Relations

WELLESLEY, Mass.—Seventh annual session of the New England Institute of International Relations will be held from June 28 to July 8 on the Wellesley College campus. Lectures and discussion will centre around the foremost international situations and issues confronting the world today. Sponsors are seven college presidents: Bancroft Beatley, Simmons College; Miss Ada L. Comstock, Radcliffe College; Miss Mildred H. McAfee, Wellesley College; William Allan Neilson, Smith College; Kenneth C. M. Sills, Bowdoin College, and Henry M. Wriston, of Brown University. Lectures and round tables are scheduled during the mornings, while afternoons will be left free for informal discussion, recreation and reading. Special lectures and panels are planned for the evenings. Further information may be obtained from George A. Selleck, director of the Institute, 5 Longfellow Park, Cambridge, Massachusetts.

Character First

Emphasis on "3 R's" In Schools Scored

NEW YORK.—Picturing the "school of tomorrow" as no longer centred around the three R's but as a definite part of the community life, leading city educators attending the annual conference of the Kindergarten-6B Teachers' Association recently outlined the teachers' function in the future school system. The ideal teacher, the educators agreed, would be more interested in developing a spirit of fairness and co-operation in the classroom than in considering such pedagogical problems as grades, tests or marks. She will strive to develop an atmosphere of justice and social good rather than class-competition and petty jealousies. Educators will want the help of parents, but they will reject layman dictation. Various problems, touching upon the activity program, peace in the school curriculum, mental hygiene, visual instruction, progressive teaching and parent-teacher relationships were discussed.

Individualize

"Lock-Step" Opposed In Education

WORCESTER, Mass.—"American education has developed a mass system of lock-step education which, despite numerous plans and devices for individualization, has failed to individualize the pupils," Dr. Lawrence A. Averill, of the State Teachers College, said recently, before a joint conference on mental health in education. "The most urgently needed reform in education today, perhaps, is to place a new emphasis upon the individual child and especially from the standpoint of his feelings, emotions and general adjustment," he continued. "The school must today turn its attention seriously to the problems of mental hygiene to the end that positive and dynamic character may be built, that positive and healthy mental attitudes may be cultivated and that a fundamental happiness may be implanted in hordes of young people desperately in need of such guidance."

Boston Will Back Gov. Hurley In Censoring of School Texts

BOSTON.—Stricter censorship of the textbooks used in Boston public schools was to be considered by the Boston School Committee.

This was announced by Henry J. Smith, chairman of the committee, as he backed a proposal of Governor Charles F. Hurley for stricter efforts to eliminate passages favorable to communism.

Mr. Smith commended the Governor for his attack upon communism in a recent address. Neither the Governor nor Mr. Smith said anything about eliminating passages favorable to fascism.

The School Committee chairman pointed out that a committee of assistant superintendents for years has gone over all textbooks regularly to see that communistic or subversive passages were not included. Mr. Smith was to ask the School Committee to order the superintendents to make a new and special study for this purpose, he added.

Warning against communism as a growing menace, the Governor said "the place to watch for Communism is in the American schools."

Wells A. Hall

CONCORD, Mass.—Wells A. Hall, sixty, superintendent of schools here thirty-one years and a former president of the Massachusetts School Superintendents' Association, died on April 6.

Born in Bennington, Vermont, he attended Brockton High School and was graduated from Brown University in 1904.

After his graduation from college he taught in the Wayne, Pa., high school and was principal there for two years. In 1906 he was appointed sub-master of the Concord High School and in 1907 was made superintendent and principal. Several years ago the two posts were separated and Mr. Hall continued as superintendent. Several years ago the Concord School Board, under Superintendent Hall's leadership, adopted a code of principles embodying a philosophy of education.

Dr. William Wirt

GARY, Ind.—Dr. William Albert Wirt, originator of the internationally known Gary School Plan and Superintendent of Schools in Gary since 1906, died recently of a heart attack in his home. He was sixty-four years old.

Dr. Wirt's educational methods in Gary were widely copied. He instituted a work-study-play system designed to gain maximum use of school buildings and equipment. The Gary system was adopted in 122 New York schools, and soon spread to other cities.

Born on a farm near Markle, Indiana, Dr. Wirt was educated in De Pauw University at Greencastle, Indiana, and at the University of Chicago. From 1895 to 1897 he was superintendent of schools at Redkey, Indiana. From 1897 to 1899 he was instructor in mathematics at Greencastle, and from 1899 to 1907 he was superintendent at Bluffton, Indiana, after which he joined the Gary school system.

Dean Withers Retires

NEW YORK.—Dr. John W. Withers, Dean of the School of Education at New York University during the last seventeen years, will retire in September, upon reaching the age of seventy.

Dean Withers has spent a lifetime in the service of American education. His genius as an educational administrator was recognized when he became president of Harris Teachers' College in St. Louis. In 1917 Dr. Withers was made superintendent of schools at St. Louis.

In 1921 Dr. Withers became Dean of the School of Pedagogy at New York University. There were 141 students enrolled and four full-time members on the faculty. The income from student fees amounted to approximately $8,000. Dean Withers drew up a comprehensive plan which, though a daring one for those times, was accepted by the Chancellor and the Council of the university. The name of the School of Pedagogy was changed to the School of Education, and things began to grow. During the school year of 1936-37 there were in excess of 9,000 students enrolled, with an income from student fees which exceeded a million dollars. Testimony to the genius of Dr. Withers exists in every state in the Union in the daily lives of teachers and school administrators who cherish his ideals and seek to emulate him in practice.

School for Living

Plan New College In Vermont Hills

BARRE, Vermont.—Plans for a new college with an educational program based on study of "real life problems," was announced here by Royce S. Pitkin, president of Goddard Junior College. The new institution will be called Goddard College, a Vermont School for Living, and will be located in nearby Plainfield.

The plans for the new institution are not complete, it was said, but it is expected that it will be coeducational and will take over the college work being conducted by Goddard Seminary and Goddard Junior College here. Classes will range from the junior year of high school through the sophomore year of the usual college course.

Own Exercises

Fordham College Plans "Old-Time" Graduation

NEW YORK.—Fordham College will return to the "old-fashioned" type of graduation this June by holding the college commencement exercises apart from those of the other schools and colleges of Fordham University and by dispensing with outside speakers.

Authorities and students had long felt the need of a more personal ceremony for the college. In the past the outgoing college class has been swallowed among the vast numbers receiving degrees from Teachers College, the Graduate and Law Schools and several other branches which hold a general commencement.

A vigorous editorial campaign by The Fordham Ram, under-graduate newspaper, brought action by the student council, which was approved by the university authorities.

Two members of the graduating class will be the only speakers. The exercises will be held in the Fordham gymnasium on the night of June 14.

UNIVERSITY OF
VERMONT
Summer Session
At Burlington
ON LAKE CHAMPLAIN
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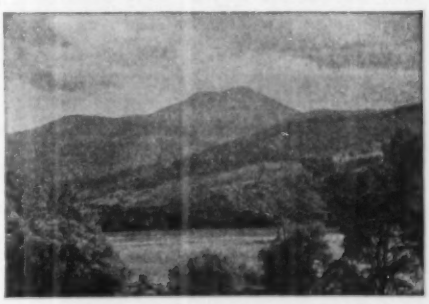

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Write for illustrated Catalogue
BENNETT C. DOUGLASS, Director
Burlington, Vermont

Carnegie-Built "Village Colleges" To Dot English Countryside

CAMBRIDGESHIRE, England—A pioneer movement in educating farm folk, which has already brought new prosperity as well as new culture to the countryside, is under way here. In the midst of Old World villages, where the cottages still have thatched roofs and diamond-paned windows, a chain of eight so-called Village Colleges is being built with the aid of the Carnegie Corporation, to serve as all-day cultural and recreational community centres.

Three colleges are already constructed, and a fourth is being built. In the daytime they serve as central senior schools for the eleven to fourteen-year-old pupils of groups of villages. In the evening they are thronged by the farming population roundabout. Recently Dr. Henry Morris, Cambridgeshire's Secretary of Education, was invited to Washington to tell about this work.

Rural districts have a reputation for taking up anything new with caution, but the experiment has already proved an unqualified success at Sawston, where the first college was opened eight years ago, and at Bottisham and Linton, where colleges were more recently opened. The fourth college, a modern one-story building now being built at Impington, has been designed by Professor Walter Gropius, who was called to the school of architecture at Harvard last Spring.

There has been wide scope for experiment in the architecture of the new centres, since, as Dr. Morris pointed out, there is no settled tradition for them and there has been "no real public architecture in the English countryside since the building of the parish churches in the Middle Ages."

Interest in the college has brought many visiting lecturers to these villages. For the regular weekly lectures, besides the county educational staff, the college draws on the University Extension Service, under which the big universities send out some of their best men.

Construction

Gain Shown in School Building in New York

ALBANY, N. Y.—School building construction in State municipalities of less than 50,000 population jumped more than $20,000,000 since last July 1 over the preceding twelve months, the State Education Department said.

Dr. William K. Wilson, acting director of the building and grounds division, said that forty-one school buildings were being constructed or plans for construction were being prepared at a total cost of about $29,000,000. The total construction costs for the preceding year were $7,875,325, he added.

"The reason for the increase," Dr. Wilson explained, "is the encouragement given to school building by the Federal Government, which, under a law enacted last year, will provide forty-five per cent of the construction costs for new school structures in an effort to eliminate hazards in present buildings."

Despite Federal aid, three of the forty-one municipalities declined a grant, the acting director said, because, under the Federal provisions, the new schools built partly by Federal aid must be centralized.

Guidance Expert

Dr. Allan Is Called To Aid Government

PROVIDENCE, R. I.—Dr. Richard D. Allen, Assistant Superintendent of Schools here, has been appointed by the Secretary of the Interior, Harold L. Ickes, to serve on a part-time basis as Expert Consultant in Guidance, with headquarters here.

Dr. Allen is one of the nation's pioneers and outstanding leaders in guidance for vocations.

President at 35

H. B. Wells Heads Indiana University

BLOOMINGTON, Ind.—Dr. Herman B. Wells was chosen President of Indiana University recently, less than fourteen years after his graduation from the school.

By unanimous vote of the trustees Dr. Wells, at thirty-five, became the youngest President in history of the University and the youngest administrator of a state school in the country.

Dr. Wells, popular with faculty members and students alike, had been acting President since July 1, 1937, following the retirement of Dr. William Lowe Bryan.

Shun Marriage

STATE COLLEGE, Pa.—Charlotte E. Ray, dean of women, informed President Ralph D. Hetzel of Pennsylvania State College that of 157 girls graduated from the school in June, 1936: One hundred and four have jobs; thirteen have some earning while pursuing graduate study; twenty-nine are unemployed; eleven are married. She reported that of the graduates who majored in home economics, more than 80 per cent obtained jobs, while only 10.5 per cent married.

Teachers Scored

Many Found More Ignorant Than Pupils

NEW YORK.—American colleges are turning out many high school teachers who know less than the pupils they teach, the Carnegie Foundation for the Advancement of Teaching reported recently.

Its report, urging drastic reforms in the training of teachers, is based on a ten-year study in which 26,000 seniors in Pennsylvania high schools and students in forty-nine colleges of that state acted as educational guinea-pigs.

College seniors intending to teach fell below the average of nearly every other vocational class in a series of comprehensive tests, the investigators found.

GOOD TEACHERS IN DEMAND

Largest Teachers' Agency in the West. Est. 1906. Unexcelled Service. Copyright Booklet, "How to Apply, etc." free to members, 50c to non-members.

ROCKY MT TEACHERS AGENCY

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Make your "Card Catalogue" alive with *Wilson-Way* Photos.

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Film Library

California Schools Utilize Motion Pictures

LOS ANGELES—Public schools in southern California are leading civic groups of many interests in using the expanded motion picture library of the University of California. More than 500 reels averaging 400 feet each on 16-millimeter film have been made available through the extension division offices here since last February, when the service was enlarged. The university began its visual education program for schools twenty years ago as a co-operative program between the school administrators and the regents and president of the university. With headquarters on the Berkeley campus, the film service grew to become the major distributing agent for sixteen western states. Similar to movie libraries elsewhere in the world, the state university's service ranges from free reels on petroleum geology to $5 for one day for "The Covered Wagon," one of several feature length professional films which the service obtains in co-operation with professional booking exchanges. There are several sound films and a few with color, though none of the latest theatrical productions is available.

Music Lessons

Delivered at Door By Trailer Teacher

NEWARK, N. J.—If students cannot come to music lessons, then music lessons must go to students, reasons Arthur Cremm, director of a school here, in announcing a trailer course, to tour through the countryside of northern New Jersey this fall. Equipped with desks, blackboards and other materials needed for instruction in the classroom, the music school on wheels, as Mr. Cremm calls it, will attempt to answer the need of students who cannot attend regular courses. While classes are being conducted, the trailer will be halted, but Mr. Cremm disclosed plans also for a "cruising class," wherein lessons would be given while the classroom was in motion. Attention will be paid to children of parents residing more or less permanently in trailers, who do not remain in one place long enough to establish their children in music schools. The project is directed more particularly, however, toward suburbanites who want to provide music lessons for their children but cannot do so without inconvenient commuting.

Women Give

Year's Bequests Triple That of Men

NEW YORK CITY.—Recent plaints of women's college heads that women donors are not so generous as men in giving to education are called in question by figures just collected by Acting President A. C. Marts, of Bucknell University. Analyzing all bequests made in Greater New York last year, from September 1, 1936 to August 31, 1937, he finds that women left to colleges and for other educational purposes more than three times as large an amount as did men, $4,670,800 as against $1,228,438. "Of course," Dr. Marts adds, "we cannot generalize too much from figures from a single city for a single year, but we can at least say that for the year 1936-37 the women of New York have been immeasurably more generous to colleges in their wills than have men." These totals are in striking contrast to those obtained from a five-year study of gifts and bequests in six large cities, reported last Winter by the alumnae committee of seven Eastern women's colleges. In that survey the discrepancy was even greater on the other side, with men giving seven times as much to education as did women.

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makes your teeth and smile attractive

Four Factors toward Good Teeth are (1) Nutrition, (2) Your Dentist, (3) Clean Teeth *aided by chewing gum*, and (4) plenty of Chewing Exercise *which chewing gum helps give you*. The chewing stimulates beneficial circulation in your gums and cleans and polishes your teeth with an efficiency which even removes food particles which your tooth brush might have skipped. Enjoy this widely approved way to promote good looking teeth which mean a more winning smile—and smiles make friends. There is a reason, a time and place for gum.

UNIVERSITY RESEARCH IS THE BASIS OF OUR STATEMENTS. NATIONAL ASSOCIATION OF CHEWING GUM MANUFACTURERS, STATEN ISLAND, NEW YORK

Book Reviews

Learning to Buy

CONSUMER GOODS: HOW TO KNOW AND USE THEM. By Edward Reich and Carleton John Siegler, Newtown High School, New York. New York, Boston, Atlanta, Dallas, San Francisco: American Book Company.

If all Americans were suddenly to use discrimination in the purchase of goods, the effect on business might be disastrous. But that phenomenon is not likely to occur. Gradually, however, a better knowledge of values is being acquired; and one way that this is being done is through the study of merchandise in high schools.

Every one is a consumer of goods and nearly every one is a purchaser of goods. Every one should possess a fundamental knowledge of materials, fabrics and processes; a knowledge of good and bad points to be looked for in whatever one examines with a view to buying. A great deal of this needful knowledge is gathered into this textbook, "Consumer Goods." The contents appear to be well chosen, well organized, and well presented in both word and picture. The treatment is thorough enough to form the basis for a course of study for those young persons who will enter employment in retail stores. But it should also meet the requirements of many others whose main relationship with retail trade will be that of patron and consumer.

The things people buy for their clothing, their homes, their appetites, their beautification—all will be bought more intelligently by those who have studied this lively, important text in one of the most practical of all possible studies.

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Piloting a High School

SECONDARY SCHOOL ADMINISTRATION. Its Practice and Theory. A Case and Problem Book. By Edwin J. Brown, Kansas State Teachers College, Emporia. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

The problems likely to be encountered by a high school principal are legion and some of them unpredictable. Many of them, on the other hand, are of common occurrence, and skill in discovering and applying sound principles to the typical problems will often serve as adequate preparation for meeting the unusual or even the unique situation.

Dr. Edwin J. Brown has built his book, "Secondary School Administration," around two hundred carefully chosen cases. From the concrete he leads the reader or student to the theoretical considerations which are involved in finding the right answer. This reversal of the ordinary procedure in a treatise of this kind is not only a refreshing change but an aid to understanding. Any high school principal would find this book full of lively interest because it contains so much that resembles his own experiences. As a text for those proposing to enter the field of high school administration, such an introduction should be immensely valuable. Its painlessness of presentation in no way detracts from its effectiveness but should make this all the greater. Besides, the book does demand thought from the reader, and that—to some—provides an amount of pain that may be salutary.

Dr. Brown's cases are so selected and organized as to cover all the topics generally dealt with in books on the same subject. It would be hard to say too much in praise of the clarity and informality of the style.

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The Words You Want

MACMILLAN'S MODERN DICTIONARY. Compiled and edited under the supervision of Bruce Overton. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

People are as fussy about their dictionaries as about their doctors. An individual's dictionary habit is likely to be a habit of consulting a single favorite reference work and rarely going further.

Macmillan's Modern Dictionary is a newcomer to Dictionary Row, and seems likely to attract a large and loyal clientele of persons seeking verbal health.

It is one of those next-largest lexicons which offer a vocabulary aimed at meeting all ordinary requirements of the student, writer, public speaker, or other person interested in intelligent reading or correct diction. The vocabulary consists of more than 100,000 well chosen words. The familiar Webster markings are used to indicate pronunciation. Pictures have been entirely omitted to make more room for definitions and to permit somewhat larger type to be employed than is found in many similar volumes. An outstanding characteristic is the inclusion of all information under one alphabetical listing, with no appendix whatever. Proper nouns, foreign phrases, abbreviations—all are contained in a single listing. A fairly wide sampling of definitions shows them to be clear cut and serviceable. Derivations are supplied for those whose curiosity leads them to the roots of things.

Printed on thinnish but firm, opaque paper, this volume of 1,400 pages gives the impression of wasting no space or effort in its desire to render the maximum of assistance within its prescribed compass.

So intriguing a dictionary may be charged with at least one fault—that instead of curing word fever in a scholar thus afflicted, it will probably make it chronic.

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Protection for Editors

FIRST PRINCIPLES OF VERSE. By Robert Hillyer. Boston: The Writer, Inc.

Of prose manuscripts submitted to editors, it may be estimated that approximately every other one is written in tolerably good English, though only a small percentage of them will suit the needs of the editor. But when it comes to verse—the case is different. Hardly one specimen in a hundred passes the most elementary technical requirements.

All of which argues that, if editors were only as rich as they deserve to be, they would like to send back with each alleged poem they are returning to a disappointed author, a complimentary copy of "First Principles of Verse," by Robert Hillyer. This informal little book points the way to a recognition of what makes acceptable verse; its structure and its diction, and their suitability to the message which the poet hopes to convey.

This book should serve to encourage and aid those aspiring poetizers who are worthy of success.

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New England Colleges

WHERE ARE YOU GOING TO COLLEGE? By Roy H. Lane, Boston: M. H. Leavis, Publishers.

This pamphlet furnishes in handy, inexpensive form, the information about entrance requirements and costs that the student usually requires as a preliminary to the selection of the college or university he will attend. Some seventy-five institutions of New England are included. From such a little reference book, a young person and his parents should be able to pick several possibilities, from which to make the final choice after consulting the catalogs of the institutions in question.

Clinching Algebra

SECOND-YEAR ALGEBRA — Advanced Edition. Herbert E. Hawkes, William A. Luby, and Frank C. Touton. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco, London: Ginn and Company.

To review the processes of elementary algebra and to go forward into the field known as "Quadratics and Beyond," is the task assigned to Second Year Algebra. The revised text of that name by Hawkes, Luby and Touton does not dull the interest of the pupil by unduly dragging the reviews. In these the emphasis is placed on drill rather than theory. Soon the pupil is launched upon new work and begins to improve his grasp of algebraic principles, concepts and applications. He is led to understand the meaning of graphs and functions, and, incidentally, the difference between graphs that are functional and those that are merely illustrative.

Work for an entire year is provided, including chapters on permutations, probability, and even a vestibule to analytics and one to calculus—these previews being well adapted to showing the usefulness of the studies which they introduce.

For half-year courses, the text is obtainable in truncated form.

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Numbers Nowadays

MODERN - SCHOOL ARITHMETICS. New Edition. Grades Third to Eighth. Yonkers - on - Hudson, New York: World Book Company.

"Sanely progressive" is the rating given by the publishers to this series of "Modern-School Arithmetics." And the label seems to fit.

Besides that continual motivation which characterizes all good teaching, these texts evidence extreme care in the presentation of each new step, to avoid confusion. It is a one-step-at-a-time procedure which prevails throughout. New acquisitions are neatly joined to older ones. And there are plenty of mixed exercises to furnish practice in identifying different types of problems and examples.

Treatment of problems is another point at which the authors make a distinctive contribution. The pupil is taught many different strategies for approaching and solving problems. But, first of all, the problems offered are interesting because close to everyday experience of the child. Also the problems are stated in language easily grasped.

Diognostic tests and yardsticks of achievement are incorporated in a manner to challenge juvenile effort and lend all possible encouragement both to the slower and to the brighter pupils.

The total result is a set of arithmetic texts decidedly noteworthy and refreshingly modern.

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Looking Down on U. S. A.

OUR COUNTRY FROM THE AIR. By Edna E. Eisen, Assistant Professor of Geography, Kent State University, Kent, Ohio. Chicago: Wheeler Publishing Company.

Now and then as some of us of mature years examine the beautiful and well-psychologized modern texts in geography and compare them with the mechanical and uninspiring books which were inflicted on us, we are overwhelmed with a sense of having been born a generation, or more, too soon. "Our Country From the Air" is a supplementary geography of exceptional attractiveness. On each left-hand page there is a full-page aerial view. The following titles give a general idea of the scope of the pictures: "Apple Orchards in Washington." "Copper Smelters in Anaconda," "One of Michigan's Huge Motor Factories," "Independence Hall, Philadelphia," "Florida Citrus Groves," "Norris Dam," "Chicago's Union Stockyard" and "A Georgia Cotton Plantation." In addition to these there are over a hundred similar illustrations. On the opposite page we find an informing and interestingly written text. At the bottom of the page of textual data the significant aspects of each picture are pointed out.

Although the book is primarily intended for library use, it would be highly educative for each pupil to have a copy of his own. This attractive book will be a source of delight to readers of all ages.

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Psychology for Teachers

PSYCHOLOGY OF ELEMENTARY SCHOOL SUBJECTS. By William Henry Gray, Associate Professor of Psychology, Kansas State Teachers' College of Emporia. New York: Prentice-Hall, Inc.

During the past few years the research psychologist has been making contributions of exceptional value to our knowledge of the learning process. It is the object of Dr. Gray's study to make this rich material available to the teacher in the elementary school. The book is adapted for use both as a text and as a reference.

The psychology of the following subjects is considered in detail: reading, handwriting, arithmetic, spelling, language, social studies (history, geography, and civics), fine arts (music, drawing, and the like), physical and health education, the problems in connection with each subject being discussed in the light of its historical background. Not all of the chapters are of equal value because of the decided difference in the amount of available material. In the chapter on "The Psychology of Reading," there is some especially useful material dealing with remedial procedures. The chapter on "The Psychology of the Social Studies" contains so comprehensive and illuminating a study of the problems or difficulties in teaching history that it seems a pity that any teacher of the subject should lack access to it.

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On-Going America

HISTORIC CURRENTS IN CHANGING AMERICA. By Harry J. Carman, Columbia University; William G. Kimmel, American Historical Association; and Mabel G. Walker. Philadelphia, Chicago, Atlanta, San Francisco, Toronto, Dallas: The John C. Winston Company.

"We need a new kind of historian who will utilize the information painfully amassed by the older ones in order to bring it to bear on the quandaries of our life today." These words of James Harvey Robinson might be regarded as the basic working principle of a number of the writers of modern textbooks in the field of history. This text for the upper high school classes is an excellent illustration of its practical application. It is a volume which combines beauty of physique, wealth of knowledge and skill of pedagogical approach. It is organized in nine units in order to permit a logical division of material and allow the teacher the utmost freedom in instruction. These units are divided into chapters which in turn are broken into further subdivisions.

A characteristic of the book is its richness in pictures and other illustrative material. Many of these illustrations are unusual for a history book. For example, there is a picture of a Yale-Princeton football game of 1879, which is from a drawing of A. B. Frost; and one of the third annual meet of the American Wheelmen in 1883. The book is amply supplied with illuminating graphs and up-to-the-minute bibliographies. The period since the Civil War is covered by four units bearing the following headings: "The Nation Turns to Business," "Imperialism and Reform," "The United States as a World Power," and "The Quest for the More Abundant Life." A marked feature of the book is that throughout it connects the discussions of the nation's past with the issues of the present. This is in evidence in the original and stimulating activity material.

DIRECTORY

OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

Art Supplies

Practical School Supply Company
1315 S. Michigan Blvd., Chicago, Ill.

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York Cincinnati, Chicago, Boston

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Iroquois Publishing Co., Syracuse, New York

The Macmillan Co., New York

Newson and Co., New York

Row, Peterson and Co., Evanston, Ill.

Silver, Burdett and Co.,
45 East Seventeenth Street, N. Y.

Scott, Foresman and Company, Chicago, New York, Atlanta, Dallas

World Book Company
Yonkers-on-Hudson, N. Y.

Jewelry

L. G. BALFOUR COMPANY
Attleboro, Mass.
Class Rings and Pins
Commencement Announcements, Diplomas, etc.
Typing Awards Class Gifts
Club and Organization Insignia

Lantern Slides, Stereographs

Keystone View Co., Meadville, Pa.

Music

C. C. BIRCHARD & CO., Boston
Publishers of Song Books; Choral and Orchestral Music; Operettas

Photography For Schools

WILSON-WAY
SCHOOL PHOTOGRAPHY
Cambridge, Mass.

Pictures and Prints

Hale, Cushman & Flint, Inc.
(The Medici Prints), Boston, Mass.

Typewriters

Underwood Elliott Fisher Inc.
1 Park Avenue, New York, N. Y.

What's Doing in Art?

(Continued from Page 170)

essential to make them masters themselves. The method brought out the originality of several masters. Believe with modern pedagogs, if you wish, that the teacher, whether in school or university, must only suggest art to his pupils. Believe it and follow it, and all your pupils will die unknown. At best you will see them produce petty advertising art, or, if they become architects, only a monotony of small colonial houses.

Your Ambition

This program of painting is opposite to the program of the academic modern art teacher. He is likely to say too much time is given to oil painting, and to recommend concentration on the minor crafts. He does not understand sufficiently how a knowledge and enthusiasm for good design comes from the study of great painting. He does not understand how the crafts of the plasterer, the canvas maker, the pigment maker, the architect, the building contractor, the wood turner, the iron worker, and the machine designer enter into the subject of mural painting.

The United States Government is now advertising a competition for mural decorations of its building at the World's Fair in New York. If you wish to learn something of the minor crafts, get into this competition for mural decoration. In schools the concentration on minor crafts for the sake of the majority of students should not be so exclusive that "The grand style" in art is lost.

Segregation

Grouping Dull Pupils Undemocratic

PHILADELPHIA, Pa.—Proposals by educators to train dull Johnny separately from brighter pupils were termed "undemocratic" recently by the American Federation of Teachers. Mrs. Freda Ehrenreich, chairman of the professional problems committee of the teachers' union, said a brief had been filed with the City Board of Education opposing a works survey committee recommending that pupils be segregated according to academic ability. The works committee report asserted that the lower fifth of the school population, on the basis of intelligence ratings, "have always been the hewers of wood and the drawers of water," and that trying to educate them in the present way was "sheer waste." "The works plan," Mrs. Ehrenreich said, "would divide Americans into sheep and goats at the early age of eight. It would be difficult for a person to escape at any time from his early classification."

On Pulpit

Youth Preaches His Way Through College

LINCOLN, Neb.—Roland Nye is working his way through college by preaching the gospel. At 22 he is a full-fledged pastor at Immanuel Methodist church here. He has had a regular parish since he was 18. Between classes and sermons, the youthful pastor lettered in track and football at Jackson high school here and in track at Nebraska Wesleyan University which he attended before transferring to the University of Nebraska. He also sings in the university glee club.

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Grins Between Grinds

Her Limit

Judge—"What is your exact age?"

Lady Defendant—"Look here, judge, I've owned up to shop-lifting an' that's as far's I'll go."

• •

Sure Enough Scared

Rastus—"Say, Sambo, what time in yoah life does yo' think yo' wuz scared de worst?"

Sambo—"Once when Ah was callin' on a married gal an' her husband come in and caught me. Boy, wuz Ah scared!"

Rastus—"How are yo' suah dat was de worstest yo' evah bin scared?"

Sambo—"'Cause her husband turned to dat wife ob his an' he say: 'Mandy, what's dis white man doin' here?'"

• •

Excusable

Someone had passed off a counterfeit bill on his wife, and he was reproving her.

"I don't see how anyone could be dumb enough to let somebody put a bill like that over on 'em!" he roared.

"Well," replied his wife, "you don't let me see real money often enough to know the difference."

• •

Flat Joke

"Do you want a dog for a house or a flat?"

"Why—what's the difference?"

"Dogs for flats wag their tails up and down."

• •

Plenty

"And what," she asked, "should a little boy say to the lady who has given him a penny for carrying her bundles?"

"I'd hate to tell you," he replied.

• •

Innumerable

Two Irish workmen were engaged upon an intricate machine.

"I say, Mike," said one. "It's bloomin' wonderful what they can make nowadays. D'ye know they can make measurements to the thousandth of an inch?"

"Blimy," said the other, "how many thousands are there in an inch?"

"Oh, I dunno," answered Mike, "but there must be millions."

• •

Too Bad

McTavish—"An' so ye leave Glasgow on Monday. What are ye daein' the morn's nicht?"

Jarvie—"Tomorrow, Thursday, I've no engagement."

McTavish—"An' the nixt nicht?"

Jarvie—"I'm free then, too."

McTavish—"An' what will ye be daein' on Saturday?"

Jarvie—"On Saturday I dine with the Buchans."

McTavish—"What a peety! Aa wanted ye ta tak' dinner wi' us on Saturday."

• •

Something To It

Pat turned up in the office one morning with a large tear in the sleeve of his coat.

"Look here, Pat," said his boss. "why don't you get that hole mended?"

"Begorrah!" replied Pat. "Not Oi. A hole may be the result of an accident, but a patch is a sure sign of poverty."

• •

On Advertising

The codfish lays ten thousand eggs,
The homely hen lays one.
The codfish never cackles,
To tell you what she's done.
And so we scorn the codfish,
While the humble hen we prize,
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The Editors Say...

We admit a heap of thinking, sometimes, as to what we ought to say in this column, the whole purpose of which is to bring you and your magazine a little closer together.

Here we are with a June issue that rounds out our first school year as a monthly. And if we may judge from the letters we have received the new arrangement is well liked. Even the fear we had that our News would not seem fresh unless we printed it at least twice a month, has proved unwarranted. We still are first with the facts on many events and trends of education.

Sad to say, however, a check-up of our News Digest Section by one of our researchy subscribers, indicates that several States were not represented this past year. We are going to do something ourselves to improve this situation. Meanwhile—won't some of our readers in the neglected States appoint themselves correspondents, and at least send us properly dated and place-marked clippings of whatever seems to them to have more than local interest for educators?

Our planning department will be in full swing this Summer, seeking to assemble the very choicest materials for presentation to our readers in the Fall and Winter months. Worthwhile articles are always welcomed to this clearing house of whatever is most helpful to educational thought and action. Do not hesitate to submit what you have written or to query us as to the probable interest in an article on some proposed subject.

Your letters addressed to us at Six Park Street, Boston, will receive prompt and appreciative attention.

But here comes the bottom of our column, and we haven't "pointed with pride" to anything in this issue. Yet we believe it is one of our best.

We'll be back with an October issue reaching you in September.